

Educational Supplement

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Break

Book search

This autumn, the TES hopes to investigate the mystery of the disappearing school books...

In the late 1960s and early 1970s a sustained campaign from teachers and publishers ended in the average per capita spending on books being pushed up to £3.43 for secondary pupils...

Nobody knows what has happened since then, when the spending cut began to bite harder...

Everybody knows that books are among the easiest bits of non-teaching expenditure to cut—easier than cleaning materials, for instance...

What we need is some hard information, and the more detailed the better...

Are parents stepping into the breach through PTAs or because schools are suggesting pretty basic texts they might buy?

The answers to these questions are scattered about the system—heads, heads of department, librarians, class teachers...

The Department of Education, speaking through the

month of Ms Margaret Jackson in a Cambridge chair in May, said that finding out what is happening is much too difficult...

Mature match

A marriage in the courtly mode was announced last week between the Headmasters' Association and the Association of Headmistresses...

A joint working party set up last summer has done its stuff. No staff members have been billeted and the merger takes effect from January 1978...

In the ballot about half the members of each body returned the forms predicting a majority of the best Stalinist kind...

The headmistresses' secretary, Miss Shirley Chapman, becomes one of two deputy secretaries and from January 1 the combined association becomes the Secondary Heads Association (SHA)...

The merger will bring the membership of the heads' association up to nearly 3,000, well over half of them comprehensive heads...

Apert from an initial preoccupation with making the marriage work, grafting together the two regional associations and calling the heads' masters into modifying their gentleman's club atmosphere...

More generally there is the understandable preoccupation of heads with local authority cuts and the average arm tactics to which more pliable unions are resorting...

Particularly maligned school heads. So far better, far worse, in sickness and in health...



"Smoking a tobacco substitute can be just as harmful to your health, Bernard, if you're caught."

Orderly proles

The tripartite system lives on—at least at the AM-England Lawn Tennis and Croquet Club...

It pays to have friends. A few seconds before the mob from the overnight queue swarmed in I was (steadily) at the Centre Court...

Not all of us were young, bejeaned and unwashed: one man had been coming along for 50 years; an elderly woman remembered 1936 and Fred Perry...

Nor were we totally without privileges. As customary on Flinns Day, the band of the Welsh Guards tucked themselves in behind the fence...

Later, a tense Harry Cosgrove stood near the net among all the BBC cobs, nervously running over his lines for Grundfeld, and getting his microphone lost somewhere...

Indeed, we almost felt sorry for the support seats which only found their £4.40 (if they didn't get them from the touts) seats minutes before the start...

korn in role, parked under the canopy of the Royal Box in their dreary white hats and formal dark suits...

The tennis, when it began, was hot stuff—as was the sun, which at 100 degrees brought some of the heavier orders newly to passing out...

After Borg's victory, we had a close-up view of something the TV camera missed. The Duchess of Kent, clearly more at ease with her inferiors than others of her station...

It seems the head of one Wimbledon girls' school complained that if the boys from Merton and Wandsworth schools qualified for the job, why should her young ladies be left out?

Still some traditions remain. It required that any well-established player gracefully accepts his clemency every year, so the books can be balanced, and then equally gracefully hands it back again...

Telling tales

London schools with children who speak Greek, Hindi, Turkish, Urdu, Chinese, Bengali, or Gujarati might find some use in an event next week...

The centre's librarian, Gillian Klein, has organised an exhibition of books written in those languages, together with story-reading sessions...

Eton and Holland

"Darling, I hear Laulus has got a Holland for next year." "Yes, we're really awfully thrilled. You knew she really isn't the oceanic type and she's from the States..."

Indeed, we almost felt sorry for the support seats which only found their £4.40 (if they didn't get them from the touts) seats minutes before the start...

dying to get away from home and shore to flirt with Sarah. Her lover put his foot down over that but then she just tipped the balance...

"Mind you she was lucky to get a place. Rightfully oversubscribed for the shorthand and typing hour, her headmistress, Miss Rice, is putting all her non-academic girls in for Holland."

"Unemployed? Oh there's no problem about that. She wanted to have the summer off anyway—no of parties and some really nice invitations for weekends and things here and there."

"Yes well you do have to sign on at that groovy little office on the estate—the current exchange is it—but if you've got a job looking after people there's not much risk of them coming up with anything, not here, Kensington... and then of course she gets the £3. Quite a help building up her wardrobe a bit, I was having to spend all that money on uniform all these years..."

"Piers? Oh I should certainly give it a try, darling. They tell me it's easier for boys to get one as if he wants to look around a bit before he goes into the business should think it would be jolly good. How about carpentry—most highly useful to be able to run the odd set of shelves I should say. And the Guards seem to like you these days—particularly with the or... leanings, if you know what I mean, dear."

"Of course, you won't have to worry about Emma now. I gather the grants for Oxford have suddenly become very much more generous. You didn't? Well, I'm not sure about it but Lady Swain told me at dinner last week that she had been expecting to pay a normal whack for their tuition at Cambridge but now they say the fees are all going to be paid."

"Well, I mean it must be well hundreds of pounds. She at St. Simms are planning a little trip to Paris in the proceeds. Of course would mean Jeremy would have to get a grant if you want to get the thing paid out that way. All these tiresome forms—surely your accountant could do it for you?"

Next week

Rabbit Macdonald writes about early music.

Books: R. T. Spottiswoode discusses the alternative education press; Lesley Lancaster reviews The Box in the Crumey; N. W. Pirie writes about world food problems.

Extra: Reading.



Which way for the sixth former?

A TES inquiry into alternatives to the traditional sixth form pages 8, 9

Still at sixes and sevens

The Schools Council review committee now has the unenviable task of trying to make a coherent structure out of the skeleton proposals approved last week (page 5).

There are plenty of loose ends. Which of the three committees is to hold the real power? Over which of the three does the council's chairman preside?

The process is not likely to be a simple one for the vagueness are not just the result of hurried work; they are the result of fundamental difficulties. The greatest of these is how to achieve a council which will satisfy all three of the parties which hold an effective veto: the DES, the unions, and the unions. If, as is generally supposed, the DES wants a council which is not in the grip of the unions, and the unions are determined to keep control by professionals while representing none but unionists as professionals, a solution may not be discoverable.

At present Mr Fred Jarvis is loudly insisting that the proposed convocation is the sovereign body and that the school teacher unions have sided their majority in that body. Most other people, however, see the convocation as an impotent talking shop and some of them suspect Mr Jarvis of tactics designed to divert attention from the professional committee on which school teachers retain a strong majority and on which the universities and the examination boards have no representatives at all.

And what, precisely, are to be the powers of the convocation and priorities committee? Mr Max Morris has said, put forward anything with which the other two committees did not agree. According to Mr Jarvis, however, the other committees could

insist on it putting forward things with which it did not agree—though he cannot surely think that proposals bearing the F and P committee's black spot would get far when that committee includes eight DES and eight i.e.e. representatives.

In trying to balance these powerful interests inside the council there is a serious risk that the council will fall to look at its overall purpose vis à vis the world at large. The Senior Chief Inspector, Miss Sheila Brown, administered a well-turned rebuke to this effect (back page) but there were no evident signs of the council heading her words.

Nor were there any convincing signs that the objections raised by the universities, CEB boards, and public schools would be taken as seriously as they should be. They have been consistently on the losing side over such major policy issues as the 16-plus and have therefore no strong support, either emotional or material, among the interests which run the council.

But they are powerful outside. And with 18-plus examinations looming as the next major issue on the Schools Council's agenda, their active participation is essential to the council's credibility. It may be that the universities are complaining too soon. As the chairman said last week, they have not been flung off the council; they certainly could rely on their presumptive right to be among the next representatives of further and higher education. But they are disenchanted and it could be a mistake to discuss their threat to withdraw from the council as unreal in the way Sir Alex Smith was doing last week.

continued on page 2

No comment Some people believe in a right to human life, but others support youth in Asia and abortion—British Constitution A level examination script, 1977.

Peace news

An independent conciliator is to be appointed to settle the Oxfordshire dispute page 3

Late for the date

Within days of Mrs Williams's second deadline for comprehensive reorganization plans, only a handful of authorities have sent in replies. Twenty-six local authorities which have still some way to go to complete reorganization were told six months ago to reply by Sunday. Page 3

Cheshire blues

Newly elected Cheshire Tories are pressing for a return to selection. Berr Lodge examines the background to the dispute page 4

Changing course

Students at Open University course are called to switch to a polytechnic to complete their studies. Polytechnic students can transfer to the OU as well without losing credit for the work they have done page 6

Fares unfair

British Rail's decision to withdraw concessory rail fares from children over 14 was strongly condemned this week page 7

Early music

Early music is a recent, and in many respects, a peculiarly British phenomenon, writes Robin Moseley, reporting on the early music conference held in London page 16

For the record

How to become a skilled classroom topic recordist page 23

Eye on the box

After adult literacy, the BBC is turning its attention to English as a second language. Jane Mece and Kate Hardling ask some questions about a new series for Asians; Rosemary Harthill looks at the progress of the literacy campaign pages 17, 36

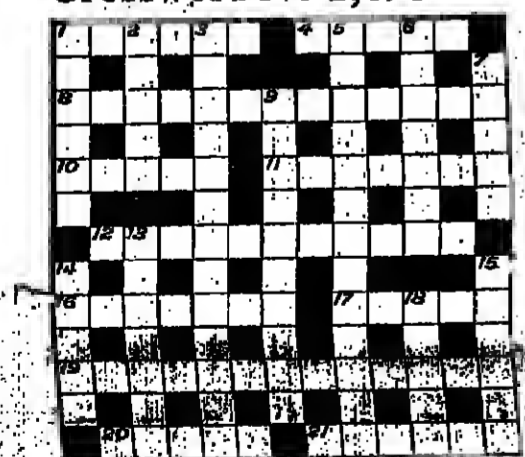
Music for youth

"A supremely rich day of music-making"—Robin Macdonald and Andrew Peggie write about the National Festival of Music for Youth at the Royal Festival Hall last Saturday page 33

Reading

pages 25-40

Crossword No 1,093



- 2 He made an act of calling in (5)
3 But it's white for the bride (8, 7)
4 Not the heavy vehicle control of course (7, 6)
5 Its object is to die (17)
6 No reverse to weep about (5)
7 Sex equality innovation to child care? (10)
8 Quite other than an impulse in on the Down (7)
9 Cheeky fellows (5)
10 Cheeky to wit (10)
11 Dazzling by electrolytic process (5)
12 Betwixt the hills (10)
13 There's no record of what happened here (7)
14 Molyne's worshipping object (5)
15 Molyne's capital (8)
16 You'd not expect these numbers to be sick as (5)
17 If you attack you'll make the silly billy (16)
18 One might wish the little girl good schooling (5)
19 Gangster in the fun (7)
20 Lightly disoriented (11)
19 Hole or crevice escape for Parliamentarians (6)
We apologize for publishing the wrong puzzle solution last week.

- Across
1 Description of expert poker player? (3, 3)
4 Take-off of bathroom scene (5)
8 Preface to theatrical uprising (7, 6)
10 One might wish the little girl good schooling (5)
11 Gangster in the fun (7)
12 Lightly disoriented (11)
Down
1 Hole or crevice escape for Parliamentarians (6)
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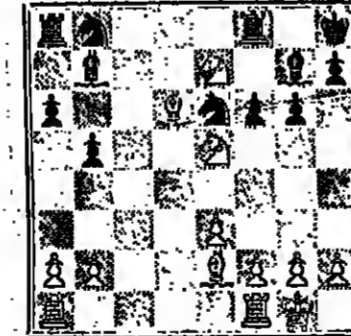
Chess

Without the Queen The average player clings on to his Queen like grim death and for perfectly natural reasons. Being the strongest piece on the board, the Queen is nearly always involved in some attacking plan. It is with the Queen that most players are accustomed to deliver mate and there is also the feeling that without the Queen the game loses a lot of its colour and excitement.

Yet it should be observed that all this is only true if the Queen is used in the traditional way. In fact, the Queen is a very versatile piece and she can be used in many ways which are not immediately obvious to the average player.

Let there be positions where, by exchanging the Queen, you increase your command of space or weaken the enemy's powers of resistance. In the following game, which was

Position after 16... P-B3



White: F. Gheorghiu. Black: A. Halk. Q.R. Grundfeld Defence.
1 P-B4
2 N-K3
3 K-O3
4 Q-R4
5 P-K3
6 N-K3
7 K-R3
8 P-B3
9 P-K3
10 P-B3
11 P-K3
12 P-B3
13 P-K3
14 P-B3
15 P-K3
16 P-B3

Harry Golombek

Still at sixes and sevens

The independent schools educate 25 per cent of those taking A level. They produce 20 per cent of university entrants. They produce 40 per cent of those going to Oxford and Cambridge.

Spies in the garden

It is no secret that the curriculum is not the most important aspect of school education. It is a means to an end, not an end in itself.

At this stage I would merely say that, by right and by obligation, the HMI does walk in the garden of the curriculum.

After describing the overall role of the inspectorate, Miss Brown goes on to discuss the curriculum. I should like to talk about the curriculum under three heads.

I shall have to generalise to a painful degree. With nearly 30,000 schools, that is inevitable. Last year HMIs visited only just over a quarter of all primary schools.

The present primary school curriculum undoubtedly gives priority to the basic skills, first to language skills, in the descending order of writing and spoken word, and then to mathematics.

Outside these three areas, the overall pattern of the curriculum is fairly common, but not very well defined nor uniform in detail.

Post-14, the curriculum is largely personally determined according to what the pupil is good at, what he wants to do, when he leaves school, the whole dependent upon what the individual school can offer.

effectiveness in frightening or wooing them. To bring it back to politics — and the whole matter is highly political — it is worth remembering that Conservatives have predominated among the LEAs since the Conservative Party's election.

Living on credit

From its inception, one of the Open University's plannings aims was to promote the interchangeability of credit in the form of separate educational institutions.

If they ever so little, power in the council limbo during the review period and afterwards (if it is recommended), will depend on whether the DES or the unions prove most

entirely logical because many of those who sign on far OU courses have already had much more education — including post-secondary education — than the arbitrary three A level freshmen at conventional universities.

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For the more able, the list is

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'All-in' deadline slips by

With ten days to go to the deadline for submitting comprehensive reorganisation plans, only a handful of local education authorities have sent their plans to the Secretary of State.

All of which makes next week's meeting at the DES to discuss the possibility of a National Credit Transfer Agency of particular significance.

Lincolnshire, for example, was due to consider its plans finally at a county council meeting today and a county council straight off. The DES is also expecting a few authorities to ask for a few days grace to await formal council decisions.

Oxfordshire staffing row: outside referee to set up new peace talks

An independent conciliator is to be appointed to try to solve the staffing dispute between teachers and the local authority in Oxfordshire.

The NAS-UWT will also continue its non-cover sanctions whereby teachers refuse to stand in for absent colleagues. The NUT will also reintroduce non-cover action, to limit on the choice of mediator.

Mr Gordon Cunningham, education officer of the Association of County Councils said this week that teachers and the authority could be brought together in an informal way. "I have been in touch with an independent conciliator who would be available and acceptable to both sides of the disagreement. Talks could start next week", he said.

The point of this second attempt may be as much to identify the needs of the system, in terms of teacher supply, in-service training or development of resources, as to generate discussion or change in the schools inspected. We do not often apply this intermediate level of reference, normally for the purposes of provision within an authority. With folding rolls, perhaps this may be more necessary.

For the past five years or so the combination of processes has perpetually thrown up the same sets of questions: the more important one concerns the school's secondary curriculum; the second set refers to parts of it.

It is right that, often at A level, much comes in 21 varieties or so, and in many more at CSE and O level. Eight pupils moving about the country to have a better chance of picking up their key credits without disruption in the same way they pick up their football or their chess, their piano or their pop?

Much of the inspectorate's routine work is concerned with the schools. But we would still count it the most important. In the long run this has to be about the nature of secondary education. This is the

by Bob Doe

But other authorities have written to Mrs Williams telling her that their plans have not been drawn up because the authority is still consulting parents, governors and teachers. With the summer holidays on the way, these consultations are likely to extend into the autumn in several places.

East Sussex local instances expects consultants to go on until September and no recommendation will be considered by the council before October. Bromley put up plans for public discussion this week and will also be expected to consider them. But here, too, consultants are expected to continue until September.

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Much of the inspectorate's routine work is concerned with the schools. But we would still count it the most important. In the long run this has to be about the nature of secondary education. This is the

of thinking gives a much wider framework to the whole of the secondary curriculum than that in general use. We have had it very much in mind in the secondary survey, alongside close examinations of some pupils' devotion to their arts or sciences, some of the knowledge, skills and qualities they have acquired, and their own attitudes to the wider world of educational aims—social, the country's interests and our own world.

In the short term, the second set of questions is probably the most urgent. This is the whole range of practical questions which bear upon the curriculum of the individual pupil, but upon the output of the system and its effective organisation.

Any mention of agreement on the subject immediately raises the question of the individual school. This is the curriculum, as it is currently played. Educating our children, that needs to be recognised

Anti-caners put their case for swift abolition

by Mark Vaughan

A demand that the Government should abolish all corporal punishment in schools within 12 months is being put forward by the Society of Teachers Opposed to Physical Punishment.

STOPP claims that the Government has repeatedly been persuaded against introducing legislation by leading spokesmen for the teaching profession. "The argument has been that while the practice of physical punishment was distasteful, and its use declining, the matter was best left to the professional judgment of the teachers."

"In fact, there is no evidence that the use of the cane is declining", it says. "The society says that no school should postpone getting rid of the cane until it can find suitable alternatives. Experience from those schools which operate without corporal punishment showed that far from requiring additional support or a greater range of other punishments, abolition led to an improvement in relationships and in the stability and discipline of the school."

STOPP has also given Mrs Williams what it describes as "unpleasant evidence" that pornography, which is becoming a growth industry

The money saved by running down teacher training should be used to provide further and higher education for women, the TUC will be told later this year. The National Association of Teachers in Further and Higher Education has tabled a resolution for this year's TUC Congress which

calls on the Government to use the money released from teacher education to provide more places in colleges and polytechnics, particularly for women. The run-down in teacher education, the association believes, has endangered access to higher education for students generally and for women and girls in particular.

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Tuition for Degrees, Teaching and GCE

Wolsey Hall, the Oxford correspondence college, offers really individual instruction by qualified tutors. The range of subjects and examinations covered is wide and includes subjects vital both to teachers and to those of their pupils leaving school without proper career qualifications.

Teaching—Courses cover the Postgraduate Certificate and Diploma in Education, ACP, FCP, London Certificate of Proficiency and the Cambridge Diploma and Certificate in Religious Studies.

Law—LLB and Bar Part I Business—Courses cover the following institutes—Administrative

Management, Bankers, Chartered Secretaries and Administrators, Statisticians, Linguists and the Bookseller's Association. GCE 'O' and 'A' Level.

London University External Degrees and Diplomas—Courses cover BA Degree in English, History, French, Geography, and Philosophy, BSc Economics, LLB, BSc Alternative I and Alternative II in Maths and Geography, BEd, as well as the Extension Diploma in Sociology and the Extra-Mural Diploma in Theology.

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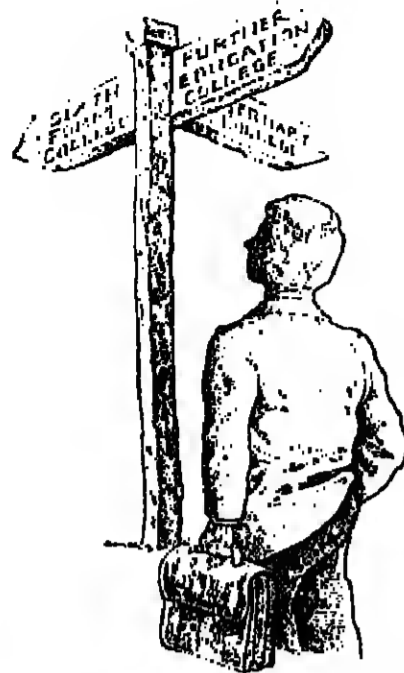
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Wolsey Hall OXFORD logo and contact information.

A TES inquiry into alternative forms of full-time 16-plus education and what they mean to the pupils,



Which way for the sixth former?

Report: Patricia Rowan
Research: Lois Rodgers

Sixth form colleges

For pupils over 16, mainly doing A-levels but with some "new sixth-formers". Run under DES school regulations.

Sixty of the 75 sixth form colleges answered our survey; another six sent their prospectus. Ten were established between 1964 and 1969, the rest in the 1970s. Eight were purpose-built, 40 were housed in former grammar schools. Average size: 489 pupils. Average possible capacity: 588 pupils. Average size of A-level teaching group: 12.3. No minimum size. Average number of A levels offered: 27. All the colleges say they are open access except one (Blackpool College) which has a selective entry. However, entry to examination courses usually depends on record in previous examinations (e.g. suitable O-level passes for A-level entry) or recommendation from previous head. Entry usually at 16 or after public exam success. Each college has a nucleus of feeder schools, but accepts students from others, sometimes looking for courses unavailable elsewhere. Many report refugees from the private sector. In 37 colleges, students have a choice between school and college, or between colleges. In 22, the only choice is between the sixth form college and FE; in one, there is no choice.

Tertiary colleges

A single college for all over-16s, full and part-time, in an area, replacing sixth forms and FE college. Run under DES FE regulations.

Eight of the 12 tertiary colleges answered our survey and another six sent their prospectus. The first of them, Exeter, was established in 1970. A 13th, Richmond-upon-Thames, will open in September, replacing the existing Shens and Thames Valley sixth form college and Twickenham College of Technology. Cricklade College, Hampshire, was purpose-built, the rest were all based on existing FE colleges. Average number of full-time 16-19 students: 725. Average possible capacity: 1,081. In addition, the tertiary colleges have many more students on day-release, part-time or in evening classes (including adults), some of them sharing the same classes. Part-time A levels are possible. Average size of A level teaching group: 12.8. No minimum size. Average number of A-levels offered: 28. All are open access, but entry to exam courses usually depends on record in previous exams or recommendation from previous head. FE examining boards are more specific, e.g. OND has a four C-level requirement. Entry at 16 or after public examination success. Students have a choice of course, but not of institution, unless the tertiary does not provide the course they want. It also takes students from outside the catchment area and from the independent sector, and aims in search of good science courses. All 10 offer A levels, and 10 offer Certificate of Office Studies in one or more of the following: Secretarial and

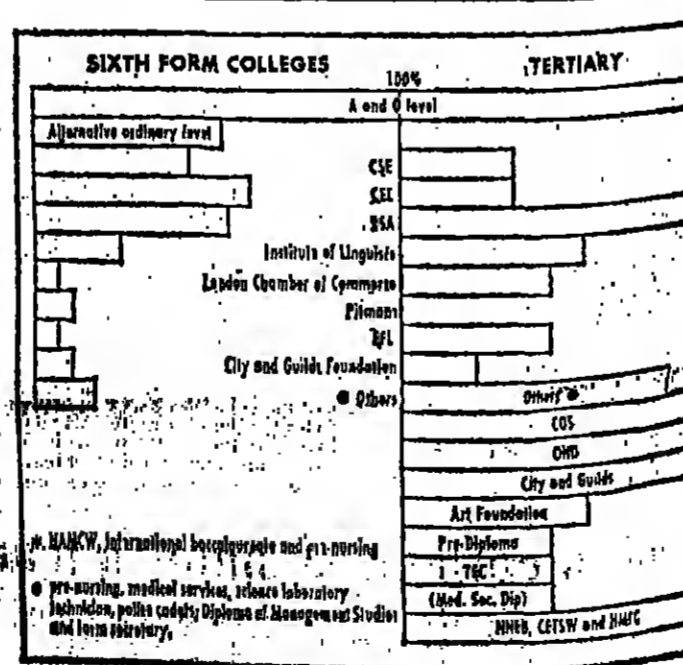
What they teach

Table with 3 columns: Most popular A-level subjects, 1974-76, DES data; Sixth form colleges (10); Tertiary colleges (10). Lists subjects like Mathematics, English, Physics, etc. with percentages.

More subjects, more choice

Our survey did not include sixth forms in schools or colleges in non-advanced further education. In general, schools offer the same six form and tertiary colleges offer a far wider range of choices and subject combinations than any school... The DES collected 140 pupils on the minimum size for a sixth form to give a wide enough choice of subjects, economically staffed at a ratio of 1:10. This allowed for 100 A level students taking 16 A level subjects (at present 80 per cent of the entry take the 16 most popular subjects) and another 40 taking other courses. It is possible to have a sixth form of 80 with a choice of 10 A levels (which would catch 75 per cent of the entry), but on that basis the schools would have to teach first year and year six together, time CSEs, general studies and O level repeats, and have more teaching by sixth-form teachers. At present the average sixth form is 81, and the average teaching group eight. In 1976, less than 10 per cent of traditional sixth forms in comprehensive had more than 150 pupils, 40 per cent had fewer than 50 and 60 per cent of all 16-plus classes had 10 pupils or less. In the 390 further education colleges offering A levels, the average teaching group is 15 (11 in 12 for laboratory subjects). Although sixth form colleges are mostly open access, they do accept some catering for non A level students. Apart from O level retakes, and a growing demand for pre-vocational

The options they offer



How well they do

How successful academically are the colleges? For all the colleges who answered our survey were able to provide A-level pass rates for 1976. The 50 sixth-form colleges who did answer had an average pass rate of 68.9 per cent. The national average pass rate for 1976 was 63.9 per cent. These figures can only be used as a very rough guide to success. Some colleges have a more entry policy than others, some are in existence for such a time that they have not taken students through the whole

teachers and I.e.s



choice

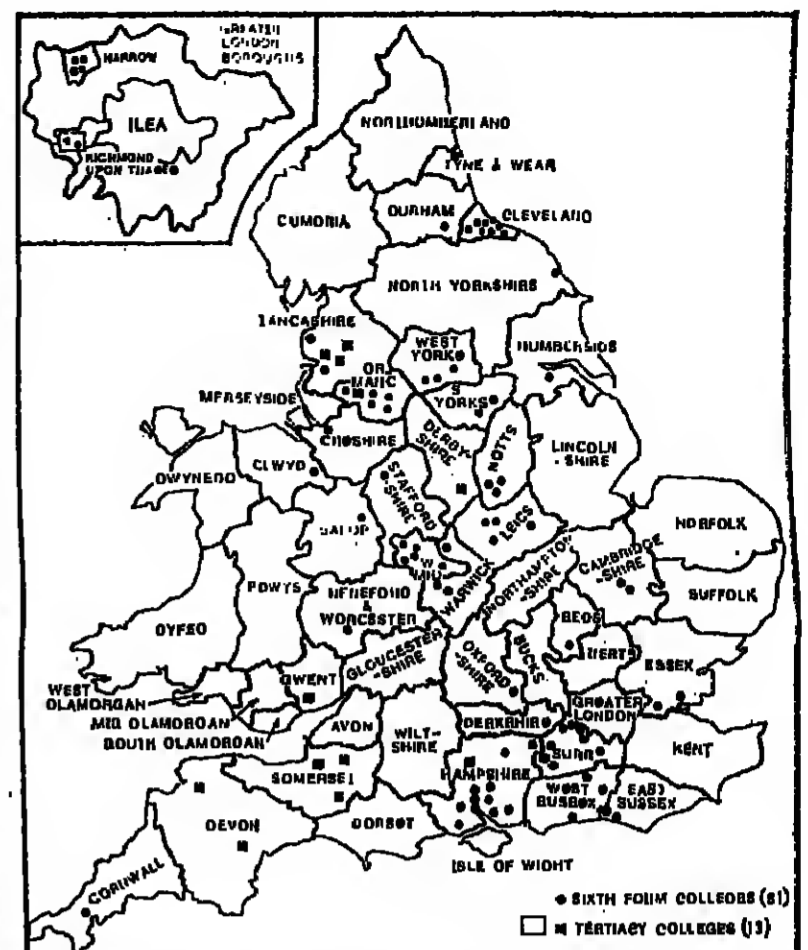
foundation courses, they are heavily dependent on the as yet unorganized CBE (and not all are prepared to sanction that until it is made official). Sixth form college principals claim that CBE is particularly helpful for into developers who need more time in a compassionate environment and whose parents are anxious for academic success. They have been apprehensive about students with only CSE grades 3 and 4, but some of these have gone on from CBE to A levels, others into jobs like insurance or banking, and more into FE or other training. In the tertiary, they claim, once parents and students know about the academic courses when they would be more satisfactory than the dreaded O level repeats, or scratching around for CSE. Catering and hairdressing certificate courses have been especially popular. Many heads, they believe, keep people on academic courses when they would be better doing apprenticeships. CBE may be part of the answer. But if the sixth form colleges are to be more than a compromise solution for the needs of the 16-19 group, a new education act providing for joint regulation of different levels of the 16-plus full-time sector would offer far more. Not every school or sixth form college can be equipped or staffed for the more technical courses but choices could be opened up. The new colleges are scattered around the country, accounting for around 10 per cent of full-time education in this age group. Most were set up as part of comprehensive reorganization, and now the major building or conversion programmes are not on the cards. A wholesale changeover to separate sixth form institutions is unlikely. The same time to come, more viable sixth form groups may have to come from sharing between schools or with FE. That is the solution most favoured by the teacher unions in public schools. It is the heads and teachers who have been most reluctant to make them work. Joint programmes are very difficult to set up and have often ground to a halt because of timetable constraints and a lack of autonomy which few heads are prepared to tolerate. It is only when timetable are very regularly cooperates, heads see some loss of sixth form work, and the unions supply the necessary leadership to impose solutions, that they have been able to work.

School to college: a smooth transition

Consultation with feeder schools along the curriculum is the general policy for both sixth form and tertiary colleges. It does not seem to tell the schools what to teach. The common pattern is for regular meetings between school college staff, and advice for parents and school students in their third year on options and career choices. Many of the colleges would like to see a common policy over exams, especially English, maths, students who have come through five different O level boards is a common problem. Both sixth form and tertiary colleges place strong emphasis on pastoral care and coordination with feeder schools, though the strongest counter to the charges that two years is too short for teachers to get to know students and watch their development. A senior staff member (deputy tutor or assistant principal level) heads the pastoral structure and links are built up by tutors, counsellors and careers officers.

Economies of scale - do they add up?

What has become clear since Mrs Williams, the Education Secretary, first aired the subject of sixth form entry last year, is that different solutions will be needed for different areas, even within Leas. They must take into account curriculum, demand, geography, cost, provision in their own and neighbouring areas, and the budgets and personalities they have got before deciding what sort of 16 plus education is for. Leas will also have to consider some difficult political commitment in 11 to 18 comprehensive and the competitive aspirations of school heads. Where an authority has already reorganized with middle schools it would not make sense to split a 14 to 18 school. The alternative may be in different organizational forms, but would contemplate the unpleasant. Hampshire, the county which made the earliest and heaviest commitment in sixth form colleges (taking a third of the age group), reorganized in this way because 15 years was its unit much the same calculations as the DES is making now about sixth-form size. In Somerset and Lancashire, which have three territories each, that solution also made sense in terms of sixth form sizes within a territory. The FE colleges are ripe for development. But there are parts of both counties where the same answer will not do. There are, however, examples in other authorities of FE colleges where traditional suspicions between school and FE have led instead to the establishment of sixth form colleges close by the college— with the pious but usually unfulfilled hope of collaboration. Costing must be in two parts: money and best use of resources. No Leas would care to be seen making educational decisions solely in terms of the cheapest solution. All the same, it would be helpful to be able to base decisions on a comparison between the costs of educating a 16 to 18-year-old full-time in school, sixth form college, tertiary or FE. No such comparative figures exist. Unit cost (annual cost per pupil) for non-advanced FE, at £820, show up higher than the £694 for school pupils above the compulsory leaving age in DES estimates for 1975-76. It is usually believed that this is partly because FE teachers are better paid. In fact, the average salary



Metropolitan counties as follows: Type and Wear—North Tyneside, 1 sixth form college (sic); Greater Manchester—Wigan, 1 tertiary and 1 sic; Salford, 2 sic; Manchester, 2 sic; West Yorkshire—Kirkstall, 3 sic; South Yorkshire—Doncaster, 1 sic; Rotherham, 1 sic; West Midlands—Wolverhampton, 1 sic; Dudley, 1 sic; Shropshire, 2 sic; Southall, 1 sic.

alone must make the colleges more economic. The tertiary can add that they make more intensive use of plant. Mr Noel Kershaw, acting principal of Nelson and Colne tertiary college, compares it with a deep freeze. "It may not be any cheaper, but you live better for the same money." This does not by itself take account of what is the best use of scarce resources, such as a highly qualified specialist teacher in a shortage subject who might be costing up to £6,000 a year. Mr Conrad Rainbow, Lancashire chief education officer, has one answer: "You should never have shortage well qualified maths teachers to put one into every 11 to 18 school. You make the best use of them by putting them in the colleges where academic, and not just teaching skills are needed." Mr Peter Newsam, ILEA education officer, has a different answer:

"If you only have a strictly limited number of first class physics teachers in your secondary schools, it is better to hope to find on a tight budget to set up sixth-form colleges which will compete with the schools for them." The question of the best use of buildings—with political and financial decisions to make on closure, conversion, amalgamation—is another in which Mr Newsam has one answer: "It adds with the DES. The DES line is that capital costs are no as high as recurrent costs, and ILEA has not published projections on those yet. The trouble is that the economic arguments for separate sixth provision make most sense if you are starting from scratch. It might have been a rich man's game, but nobody is starting from there."

Staffing: the pay points of conflict

Sixth form colleges have a points rating on the same basis as school teachers, which means they will not suffer as badly from the Houghton change in weighting. When they were set up, applications were invited from sixth-form teachers of contributing schools. In the same way, tertiary were staffed more or less equally from contributing schools and further education colleges. The school teachers transferred from their own Burnham scale to a further education scale with equivalent pay. Their main fear is that promotion to higher posts may be blocked by NATFHE members. In all cases, salaries were safeguarded, but not posts. This has sometimes meant a heavy overloading of up scale posts—more chiefs than Indians, as one principal pointed out—but this is likely to even out in time. Meanwhile, with one or two exceptions where the unions had to do tough negotiating, the teachers who transferred to sixth form colleges are well satisfied with the job satisfaction, working in an oasis freed from unwilling learners, though a constant diet of A level groups is also hard work intellectually. In the sixth form colleges, former grammar school teachers are having to learn to cope with mixed ability too. There has been another spin-off in tertiary, where school and FE teachers have been forced to sink old antipathies and work together, and found to their surprise that each had something to learn. At Nelson and Colne college, one old FE head, Mr Pat Woods, said: "The academic rigour of the school teachers has brought in a different style. A lot of teachers here have found second careers, visits opened to them." Mr Brian Davis, a former grammar school head of science who is now on leave, said: "I can't think of any of us in the same way we did. There is a very stimulating interaction which has had quite an effect on science teaching."

Burnham scales in make the points score big enough to play with. But some areas are running into a lot of difficulty over scale points. Trouble is more likely if the 11 to 16 schools are smaller, and a more antipathetic force for the bottom of the Burnham scale. Mr Alan Evans, education officer for the NUT, cites as a hypothetical example a school with 700 pupils. With four or five heads of house at scale 4, and the heads of English at scale 3s and other heads of department will have to be on scale 2. It could be difficult to get the right person as head of history or science on an average salary of £8,400. A different example comes from Crispian school, an 11-16 with more than 1,100 pupils feeding Stroud tertiary college in Somerset. The head, Mr Jack Dabiel, was formerly head of an 11-18 grammar school. "I have had a better field of applications in modern languages than in anything I had in the grammar school. I have never been unable to fill a maths post."

So far, experience in areas with little difficulty in recruiting for 11 to 16s. In Hampshire, Lancashire and Somerset, for example, there have been more head of department and senior teacher posts on offer than the sixth form teachers have left. In general their 11 to 16s have been big enough, or 900 to 1,200 pupils, and the authorities generous enough on interpretation of the

Haunted by music's little old lady

Private music teachers were told last week that to improve their professional status they should follow the Dickensian image of a little lady in a black room.

Miss Jill Meager, chairman, said at the Incorporated Society of Musicians' Summer conference of instrument and singing teachers, that they were often asked by parents why, with their qualifications, they did not make a career in performing. The answer to that was that it took qualified performers to teach children how to perform.

They were also often asked why they could not get good jobs in institutions. The loss of freedom of choice that entailed should be pointed out.

Private teachers, she said, should form themselves into working partnerships. These tended to be more effective than individuals in dealing with official bodies.

Mr John Hasler, National Council for Music in Education, said local authorities were in a dilemma when offering limited funds between full-time peripatetic instrument teachers and contracted private teachers. Private teachers were only allowed up to 10 hours' teaching in schools without breaching existing regulations. This made it difficult to use the existing pool of private teachers to best advantage.

The Music Centre concept, however, did represent a way forward as in Tower Hamlets, where a centre had been set up outside school territory.

Pupils from surrounding schools went for half-day weekly instruction. This system not only concentrated teaching resources but, since teaching did not take place on school premises, removed music teachers out of reach of legal restrictions on pay and employment.

Nevertheless, there were vast problems in trying to increase opportunities for the young to learn instruments. The Gulbenkian inquiry into the training of young musicians had disclosed that about 5 per cent of school children were learning a musical instrument at any one time. Hopes of an imminent increase in the numbers were ill-founded. The drop in the national birth-rate to a predicted one million fewer pupils by 1988, inevitably meant fewer jobs for teachers.

Resources should be concentrated where they were most needed. Two kinds of musician were normally encountered in schools—those who would do anything well, and those for whom music was the only life-line. The second group, he suggested, deserved special consideration.

Mr Cecil Aronowitz said British had much to learn from other countries about teacher training in music academies. Although too many young string players were being produced, too few were good enough to make up the chronic deficiency of string players in British orchestras. This problem could only be solved by training better teachers and giving them higher pay.

When there's danger on the hilltops



Blistered, après ski boozing, hang gliding and parasailing are just a few of the new hazards recognized for the first time in the latest Department of Education and Science advice on outdoor education.

A new edition of the safety booklet *Safety in Outdoor Pursuits* has just been published. The last one appeared in 1972. It says there has been a sharp rise in the numbers of young people taking part in adventurous activities in mountainous country and this is where the greatest number of accidents occur. Serious accidents are often caused because those responsible fail to take proper precautions.

The new advice on skiing is that the party leader should have a Ski Party Organizer's Certificate issued by the National Ski Federation. Special care was needed to preserve acceptable standards of behaviour when visiting countries where alcohol may be more easily available to children than at home, the booklet says.

Before pushing pupils off a hill underneath a hang glider the DES recommends contacting the British Hang Gliding Association for advice on suitable sites, equipment and precautions. The booklet warns that the sport is strenuous and risky and that the minimum age for solo flights is 16.

Parasailing—going up on a parachute towed by a car or boat—is gaining in popularity in schools. Only licensed instructors should be used, the DES says, and though there is no minimum age limit, "organizers should consider carefully the physical requirements of the sport before agreeing to its introduction".

With both hang gliding and parasailing, schools should check the local authorities' insurance position, before allowing anyone to take part. *Safety in Outdoor Pursuits*, DES Safety Series No. 1, H.M.S.O., price 90 pence.

Shortage of staff can hold up help for '3-U-group'

The careers service, lavishly praised and cast for a key role by the Government in the new programmes for youth, has presented its bill. More than 700 additional staff will be needed to make the scheme for unemployed youngsters work, it says.

A working party of the Institute of Careers Officers has told the Employment Secretary that the local authority careers departments are already working flat out, and that unless they get the extra staff quickly the scheme will be jeopardized. It believes that 470 new officers and 250 support staff are this minimum required.

In the Holland report, on which the new Government programme is based, the Manpower Services Commission indicated that the careers service would need to be strengthened to meet the heavy new demands which would be made on it. These, the institute working party says, will come from three activities which it considers essential to the success of the programme:

- Getting hold of the jobless youngsters who are the main target and encouraging them to enter the scheme.
- Counselling them while they are in it.
- Placing them in permanent jobs.

Young people in the programme, it says, should not be less well provided for than those in full-time education who have access to careers officers.

It will not be enough to rely on supervisors employed by firms who provide the work experience. They would not have a complete view of the opportunities available in other parts of the programme, and might be tempted in some cases to keep suitable young people without either giving them permanent jobs or encouraging them to move on.

The institute, which has in mind the Employment Secretary's determination that the scheme should reach the "three-U-group"—the unqualified, untrained, and unemployed—says it should offer the same standards of supervision and after care as the principal existing schemes in the disadvantaged, Community Industry, which is run

Mark Jackson to the top in wheels



Mark Jackson: all-rounder

Stanley Levenson

Laurence Jackson School, in Hough, Cleveland, has during the past few years prided itself on success in promoting the recreational sides of cycling. But the recent English Schools' Cycling Association championships, held by Laurence Jackson and the school Council, they entered the competitive lists with a bang.

The school was largely because of the efforts of Mark Jackson and Andrew Knight. Johnson won both the 1000m track sprint and the 250m time trial and the hard team pursuit.

This illustrates Johnson's all-round ability—he is already nationally ranked in the 1000m time trial and circuit time trial and cycle-cross events.

Miss Knight came second in the 1000m hard track sprint and second in the 250m time trial. She is also a member of the team which won the 1000m hard track sprint at the weekend.

Paul Curran (Stockton) was just behind her in the 1000m hard track sprint and the individual pursuit. Mark Crowther, of Gulsborough's Paragon College, was Curran's closest challenger, coming second in the hard track sprint and third in the individual pursuit.

Other individual winners were Kenneth Knight (under-15 boys track sprint), Derek Playford (under-15 pursuit) and Gary Sedler (under-15 hard track sprint).

Sedler won with a very fast 13.4 sec sprint which left his rivals well behind. Among the older boys David Miller (Crove Comprehensive School, Newark) obtained his fastest time, 13.4 sec, but in the end he had to settle for a third place behind Curran and Crowther.

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Balked by benefit rules

Pressure is being put on the Supplementary Benefits Commission to abandon policies which, it is claimed, are discouraging teenagers from getting qualifications. The policies run directly counter to the Government's declared aims, say the critics, who include MPs.

Two rules introduced during the past year are attacked. One, paradoxically, is the concession which allows jobless teenagers to spend up to three days a week at a further education college, while drawing unemployment benefit.

It is criticised because the commission is refusing to let youngsters take easy courses which lead to a qualification; and, say the critics, it is creating a new underprivileged group within the further education system.

The other rule denies benefit to pupils who leave school early in the year but go back—even for a day—to sit examinations. Those who are concerned about this second rule, introduced to end variations in the practice of social security offices, up and down the country, say that it sabotages the attempts of teachers to persuade the least motivated—who are often the poorest—to sit CSE or O levels.

The same rule applies to sixth formers who try to sign on to students who try to sign on to gap between the end of school studies and A level, or other plus examinations.

Mrs Shirley Williams, the Education Secretary, has repeatedly drawn attention in recent weeks to the three day a week concession, and Mr Roy Jackson, the DUC's general secretary, says: "She is counting on it as a great deal of plans to expand opportunities for unemployed youngsters."

It is the importance of the rule in improving their job prospects, the critics say.

Professor David Johnston, said the commission's chairman, said the rule was necessary to ensure that it was not necessary to force a young person to work in a way that would be a good deal of his or her subject, but it is not easy to say what can be done.

It was easy to see the anomalies as always with social security rules, it was necessary to find a way that could be applied.

As far as early school leavers were concerned, it was a question of whether they were helped, but at what point they were excluded from the system of benefit or similar allowances.

The question of a young person's ability to pay for a further education course was a separate matter, the Secretary said.

Cash prizes for sports theses

The intention of boosting interest in sport and recreation by the Sports Council is offering a £500 and cash prizes for undergraduate theses and dissertations on sport and recreation by facilities in higher education.

The prizes may be from any field but must spotlight sport and recreation in its own right, or in its own way. It affects the individual, the community, personal health or the development of the individual.

The student who writes "The Year of the Year" will win a £100 and a trophy and the prize will be published by the Sports Council.

The quality of the other entries will be judged by a panel of referees. The council may also offer up to five prizes of £50 for theses covering more specific areas of sport and recreation, such as psychology, recreation, economics of sport, and recreation.

Works should be submitted to the referees by October 30. Details of the scheme are available from the Principal, Research Officer, Sports Council, 70, Brunton Road, London SW3 1EX.

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Council of Europe Education Ministers have been discussing the links between schools and the community. Paul Moorman, Foreign Editor, reports from Strasbourg.

Learning to live with school

Education Ministers of the Council of Europe countries met here last month in futuristic and idealistic mood. The theme of their conference, staged in the council's new £25m headquarters, was school and the community. Philosophy on the grand scale was the order of the day.

Schools, it was agreed, were going through a crisis of identity. But this did not mean that they were dead as institutions. What was dead, or rather, dying, was the idea of schools as neutral, safe places dispensing eternal verities.

Instead, it had to be accepted that schools should be part of, and an apart from, the world at large. In the words of the Austrian Minister, Dr Fred Sirovny: "We went to school out of the ghetto they are in: the ghetto of not teaching about society, traffic, pollution, communications, unemployment and so on."



Old and young sharing woodwork class.

One key aid to de-ghettoization identified by almost all the delegates, including Mrs Shirley Williams, was parental participation. Mrs Williams, avoiding better than most the temptation of building castles in the air, pointed to the existing involvements of parents in British schools and called simply for them to have more say in decision-making the day-to-day running of schools.

But this, according to Dr P. Vanbergen, director general of curriculum organization at the Belgian Ministry of Education and author of the conference's keynote report, involved much more than a decision on the part of governments to give freer rein to parents. The problem was teaching parents to want to participate.

One reason for the hesitancy—particularly among working-class parents—was that they could see no concrete benefits in schools for their children.

More fundamental, however, was that we lived in a society of alienation. Ordinary citizens were not generally required or allowed to take decisions affecting society. It was unrealistic to expect them to learn the habit in the case of schools.

Other Ministers pointed in more positive aspects. Sweden and West Germany were cited as examples of countries with worker participation and co-determination in industry.

In the former, schools were more closely integrated with society than perhaps in any other West European country.

In Germany, traditional German attitudes to authority were slowing the process of democratization; but there, too, participation in decision-making in society was seen as an essential prerequisite to change in the government of schools.

In Italy, also, despite a rigidly centralized system, it had been possible to establish two years ago school councils, containing both pupils and parents, to take day-to-day decisions. This was because of the example set by the trade unions in industry.

Centralization, or the need for decentralization, was another area of broad agreement. Authority should be delegated to local authorities, individual schools and even to classrooms themselves.

The dangers were recognized; as with Britain's primary and comprehensive schools, different localities might be pulling in different directions. The task of central government, therefore, should be to lay down broad guidelines and play a monitoring role to see that decisions taken were within these boundaries.

Active intervention should normally only take place in make sure that poorer areas did not suffer from lack of finance. Governments should use "positive discrimination" in such cases. The maintenance of standards should be the other key area of responsibility of a central Ministry of Education.

There was less willingness to stand up and be counted on the thorny issue of how children should be taught about the society they were about to join; and what they should be taught.

Most uncompromising, however, was Dr Jos van Kemende, the controversial Socialist Dutch Education Minister. His view: "The world situation is not God-given, but the result of choices made by people in the past. History teaching should be used as an instrument for understanding society."

The essence of democracy was in giving children the information necessary to make choices about society. If you do not give them that information, you are indoctrinating them. Anybody can learn dates and scientific data; but which dates and which data are what is crucial.

And Sweden's new Education Minister, Mr Erik Wikström, said: "Pupils must be taught about politics and different political ideas in the same way as they are taught about different religions."

"Otherwise they will go out into modern society as cripples."

What about communism, a powerful factor in some Council of Europe countries? Here again Mr Wikström provided the consensus: "Schools should not be neutral as to the worth of parliamentary democracy. Participation, responsibility and respect for others' views are what we mean by democracy. These are the values that should be taught."

How to make sure that teachers

taught "objectively" the facts of life greatly exercised delegates.

One solution was that should tell their pupils their own preferences and that were then going to give the views as well. But most thought good will and an approach the most realistic.

In more concrete vein, the conference discussed the need for schools to give more relevant training (though it was not clear how to do this) and the necessity to develop skills and permanent education in the words of Mrs Williams: development of schools as "community colleges" where a community could make use of leisure and social hours. Change came mainly, it was thought, through a variety of slinking budgets and demands, do not have. The consequence, exceptionally, did not pass a resolution on the community theme. It consisted of a "statement" that issues raised deserved "pursuit" by member governments.

The mood was best summed up by the Vanbergen report: "The aims of education are... a) individuality, creativity, responsibility, freedom, socialization, self-reliance, effectiveness, and these are just words, no one and probably do not mean the thing to everybody. But they, promising words which may, combined, enable the school to recover his internal balance and position in the community, and open new avenues whereby men and women will find greater fulfilment for the practical exercise of freedom."

Meanwhile, the conference also noted a document calling for a better deal for migrant workers and a report on the educational work, with special reference to the problems of children of migrant workers, belonging to the Council and the Council of Europe.

The next Council of Europe Education Ministers conference is to be held in 1979 in The Hague. The topic will be: "The education of girls and women."

Italy

British staff hope for better deal

from Dalbert Hallenstein

MILAN
 Thousands of British teachers now working in private language schools throughout Italy may find that their often precarious working conditions and low salaries will be radically improved within the next two years.

The Italian confederated teachers' unions (CGIL/CISL/UIL) have begun a battle to achieve a national collective contract for all teachers working in private schools by 1979.

Conditions at present for non-state employed teachers are confused and vary from category to category. Teachers in church-run private schools work under different conditions, and for different salaries, from teachers in lay schools. Existing national contracts also vary from union to union and, in the confusion, employers often choose the contract which offers the poorest conditions and salaries.

For teachers in private language schools no national contract yet exists and modern language teachers are often classified for contractual purposes as clerks, shop assistants or even as seasonal farm workers—in order to escape paying teachers over the long summer break.

With the proposed CGIL/CISL/UIL national teachers' contract these anomalies should be eliminated as all private school language teachers will be considered part of one general category of independent school-teachers.

Meanwhile, life is difficult for multilingual teachers of English in Italy. At present there is a boom in demand for English language teaching in Italy. This is largely the result of a progressive fall in standards in most of Italy's university language faculties, which inevitably reflects itself in poor teaching standards in the state schools.

Hundreds of private schools have therefore sprung up to fill the vacuum but they are often little better than their state competitors. Many, many schools have cut back drastically on teaching aids, methods and salaries, so that often

their only real advantage over the state system is the presence of underpaid and overworked mother-tongue teachers.

In private schools which teach English, an increasing number of the teachers are young British graduates who have had difficulty in finding work at home. Offered the chance of a job in Italy, they often grab the opportunity without realizing that the cost of living in Italy is far too high to survive on the salary figures offered.

And being new to Italy, they are not aware that the country's industrial laws guarantee them such basic rights as health insurance, pension, wage indexing, paid holidays and superannuation.

Many school owners exploit the ignorance of their first-year teachers and economize by not paying the heavy state contributions which guarantee their staff's health insurance and pension scheme. Before the present economic crisis many school owners encouraged an annual turnover of new teachers in order to yield themselves of more senior teachers who were becoming aware of their rights.

But recently, due to the difficult employment situation in Britain, a growing number of British language teachers have decided to stay and try to make a teaching career in Italy. The presence of this growing body of career-minded teachers explains the numerous strikes and law cases which have tormented dozens of private language schools throughout Italy over the past five years.

The industrial courts have ordered many schools to pay teachers large sums in back pay because of their refusal to offer the basic pay conditions guaranteed by law. And the state insurance company has imposed heavy fines on some schools which were not paying their teachers' obligatory insurance and pension contributions.

Many teaching staffs have forced schools to grant them decent work conditions and conditions by striking other industrial action. The staff of the British School of Vicenza, for example, after a long period of fruitless negotiations and strikes, is now occupying the school to try to persuade its owner to grant them improved work contracts for next year.

West Germany

Court ruling may strengthen college attitudes to violence

by David Dungworth

The recent disturbances at the University of Hamburg (TZS, June 31) have had legal repercussions which are likely to influence the way in which university authorities react to violent demonstrations by students in the future.

When a lecture boycott called for by a minority of Hamburg's students proved largely ineffective, protesting groups physically prevented other students from entering buildings and broke up assemblies in an attempt to prevent the intimidation from escalating further, the university's president, Herr Peter Fischer-Aepfel, ordered the closure of all faculties except medicine at the beginning of the second week of the strike.

A student in the faculty of law applied to the city-state's administrative Court for an injunction compelling the university to ensure that he was able to continue his studies. Although judgment was not given until after the situation on the campus had returned to normal, the court found in favour of the students and ordered the university for failing to take appropriate action against the militants.

The judges ruled that since the German constitution gives every citizen a right to attend the lectures

South Africa Government holds out pay row carrot

from Martin Feinstein

CAPE TOWN
 Hopes for a settlement in the wage dispute between teachers and the Government (TZS, July 6) have been strengthened by an announcement by the National Education Minister, Plet Koorhof, that a round-table conference between Government and teaching associations will be held "as soon as possible".

But the Government still maintains that salary increases will not be granted until the country's economic position improves—despite the delay in the promised dispensation "that sparked off dispute two months ago."

Sweden

Sex guidelines stress responsibility

from Mike Duckenfield

STOCKHOLM
 Pupils should be left to make up their own minds about abortion and the use of contraceptives, but taught not to discriminate against sexual minorities, according to new instructions for sex education in Swedish schools.

The rules, which govern tuition for all seven to 19-year-olds in the 6,000 comprehensive, upper secondary and special schools, have been published by the National Board of Education. They will replace rules laid down 21 years ago, when sex education was made compulsory for all pupils.

Although considerably up-dated, the rules—described by the board's general director Mr Jonas Orring as "guidelines for the needs of our time"—fell far short of advances recommended three years ago by the 10-year government USSU Commission.

One reason for the board's caution in making changes is the large influx of immigrants into Sweden during the last two decades. Currently, there are about 87,000 migrant children in the nine-year compulsory and upper secondary schools, including many Yugoslavs, Greeks, Turks and Hungarians as well as Poles, Danes and Norwegians.

Another is the growing uneasiness of some parents and religious groups. Movas to report the Government to the European Commission on Human Rights for violating their right to determine their children's moral upbringing were started by a group of parents last year in anticipation of the USSU recommendations being adopted—despite the failure of a similar appeal in Denmark (TES, January 14).

The basic aim of sex education nonetheless remains the same as in 1956: teaching should combat prudery and secretiveness. Tuition should be co-educational and pupils always given honest answers to their questions regardless of their age.

Seeking a middle way in the debate on whether sex education should be value-oriented or purely objective, the new instructions see teachers should stick to the facts in dealing with topics where public opinion is divided, but otherwise impart common values.

Surveys have shown that virtually all 17-year-olds have had sexual intercourse. Also, while teenage births fell 19.4 per cent during the last five years, pregnancies rose 10 per cent and abortion 71 per cent. Currently, 12 in every 1,000 14-15 year-old and 46 in every 1,000 16-17 year-old girls become pregnant every year.

Topics for classroom discussion would include opposition to the "exploitation" aspects of pornography, the need to guard against the spread of venereal disease, non-discrimination against sexual minorities, faithfulness to one's sexual partner and, importantly, the right of all to enjoy a sex life—including the mentally and physically handicapped, the old, mentally sick and prison inmates.

All teaching materials are to be examined by the board before use. Anatomical illustrations of a scientific nature should be used, but those showing emotional or sexual relationships must not conflict with the aim of promoting fellowship. Role play films with scenes with sexual content will be allowed in upper secondary schools if, as a wish, but those showing sexual intercourse or stimulation have been banned from all schools.

The rules also say that parents—especially immigrants—should be told of the contents of sex education and photographic material should not be used against their or their children's wishes.

As tuition is integrated with other subjects, as many as 60,000 teachers, headmasters and school welfare staff are to undergo in-service training starting with a pilot course this summer.

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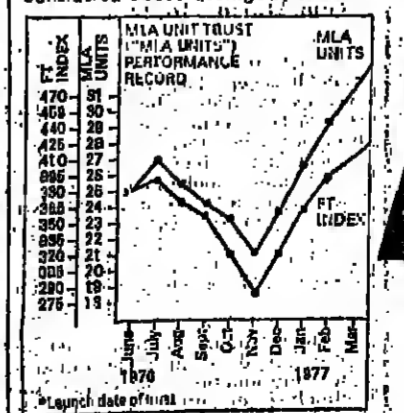
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LETTERS

Start with practice

Sir.—The central problem with teacher education is that the students are studying in a vacuum, created by an inadequate understanding of the schooling process. This problem could be alleviated by placing students in schools for the first year of their course, paying them at the unqualified teacher rate. They would work with teachers who would work with teachers who would work with teachers...

Trained for the dole queue?

Sir.—Many student teachers in their third year of training have now completed their teaching practice in the certain knowledge that they will be unable to obtain qualified status because they have no teaching jobs to go to in September. It seems to me to be the height of dishonesty for the Government to renege on its commitment to them by making it impossible for them to secure professional status which requires the successful completion of one year of full-time teaching. A young doctor deprived of housemanship or an architect deprived of practical training in the same position; their training is considered to be incomplete.



My first choice was law, my second was social work and this is my third.

Don't follow German ways

Sir.—I am disturbed to realize that there is an accelerated trend towards internally assessed examinations in Britain today via TEC, mode 3 GCE, and so on, and presumably starting at the time of CSE. I regard this development as a retrograde step, and for the following reasons. Having taught for two years in German schools (both grammar and comprehensive), where this system is in constant use, I can testify to some disastrously unwholesome effects that it has engendered.

Good vibrations from the BBC

Sir.—My former colleague, Tony Jay, reported in the TES (July 1), is at it again. He produces films and audio-visual aids and has been constant over the years in his views, even if the Advisory Committee did not apparently support him. Of course there is room, given money for a variety of materials to suit the needs and interests of teachers and children in the classroom. These needs will vary from simple overhead transparencies to 16mm films, video cassettes and broadcast resources. As soon as any one of the existing providers ceases to produce what teachers value, then they will be out of business. Teachers can respond more effectively on this point than I can.

15 Unreasonable demands

Following its adult literacy programmes, the BBC is embarking on a series to encourage Asians to learn English. Jane Mace and Kate Harding pinpoint some pitfalls



George Hinton

In the wake of the adult literacy programmes On The Move and Your Move, the BBC is turning its attention to the language problems of Asians in this country. Parasi is a series of programmes intended to encourage Asians who speak little or no English to learn either at home or at a local class. The programmes will be screened weekly for six months, starting in October.

The result for those employed and paid to organize this teaching at local level—copied with the BBC referrals, supervising and training volunteers, relating statutory class provision with the voluntary centre (whether in the form of classes or voluntary tuition) is all too many messes, such literacy tuition as exists is totally dependent on grant aid from the Adult Literacy Resources Agency. On these realities the BBC is silent.

There are precious few pieces of this time where an assurance could be given to adult literacy students that they will receive a professional standard of teaching next year from their local adult literacy centre (whether in the form of classes or voluntary tuition) as exists is totally dependent on grant aid from the Adult Literacy Resources Agency. On these realities the BBC is silent.

Most organizers, both literacy and language, are agreed that individual teaching, of the right kind, by the right people, towards the right goals, has a vital role to play in enabling people to rebuild their strengths in their own languages, or to gain confidence in speaking a new one. But the volunteering, to be of real value, must be rooted in the neighbourhood, as part of the fabric of local life.

'Sus' that breeds suspicion

Sir.—As a youth worker working almost entirely with young blacks in the age range 11 to 25, in West London, I feel almost duty bound to pass some comments on Guy John's informed article on the youth service and young blacks, in the TES (July 1). In my own work, I see myself fitting neatly into the work routine he describes, and the recorded attitudes of young blacks towards youth workers, in terms of politics and culture, are confirmed by my own experience in the field. I have been involved frequently in court cases where "sus" charges have been laid against youngsters and have noted the bitterness with which the young blacks regard the oppression of white society. "Bobby-baiting" is a term which has become so common, where both black and white are equally affected.

White Lion's blue supporters

Sir.—Progressive teachers may well be puzzled over the political lines being drawn up around the White Lion Street Free School. The Evening Standard has borne its editorial colours to the defence, as has the ILEA Teachers' Action (TES, July 1), now standing shoulder to shoulder with an ex-radical group which includes Margaret Meadon. Concern over the reintroduction of the 40 pupils-a-class wall cut across party lines (as it did when Scotland Road School closed, and when the local well known Aberdeen experiment failed), but the vocal support from conservative groups is intrastating.

Schools council—picking on the wrong issues

Sir.—The present debate on the future of the Schools Council is a bit depressing, particularly to one who was a project director (Schools Council Integrated Science Project), and a member of the council's Working Party on Project Discontinuation. From this distance it seems as if the wrong issues are being discussed (not uncommon in education) so that any changes will only have a small effect on the really important problems. Some of these problems I would like to mention. First, the council has never really understood the meaning of curriculum development. The main emphasis on the project side has been on materials production (mostly books). These materials usually have to be produced over a short time, too short a time for curriculum development to take place.

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The problem, not the solution

Peter Hannon asks some critical questions about the effectiveness and desirability of childminding

The present enthusiasm for childminding in education and social services circles, needs to be viewed with some suspicion, coming as it does at a time of nursery cuts. Apart from the recent Thomas Coram Research Unit's study of childminding, the reasons advanced for supporting or expanding childminding seem to have escaped critical examination.

Take the claim that improved childminding could somehow "interrupt the cycle of deprivation". It is not enough for the proponents of childminding to merely observe that childminders are close to large numbers of deprived children in supposedly critical years. What kind of environment could a childminder possibly provide in the early years of life which would offset the effects of environments in subsequent years of childhood?

There is a danger here of expecting too much from pre-school intervention. After the period of intervention, the child presumably returns to the previous environment, and the intervention experience, gradually represents a smaller and smaller part of total childhood. It is known that intervention programmes can produce various kinds of gain in children, but it is also known that such gains are short-lived.

The cheapness of childminding is a doubtful reason for preferring it to nursery provision. It costs practically nothing from public funds because it is a private form of day care, and public expenditure can be limited to registration of minders. To the parents who use minders this is a saving, but cheap.

It is reasonable to consider an average weekly charge of £7 a child (although there can be wide variations even within one area). The cost obviously makes a large hole in most families' wages. Even so, it is the minders themselves who are chiefly exploited in the childminding system.

A registered minder, limited to three under-fives, could have an income of £21 a week. But one must deduct many costs. The greatest is food, at perhaps £3 to £4 a child. Further costs include toys, natter equipment, books, damage to furniture, carpets, household articles, extra heating and lighting, insurance, necessities such as tissues or soap, spare



clothes, bus fares for outings, treats, and so on. The minder's actual wage may be £5 or less a week. The minder necessarily works longer than the client (say a 50-hour week), at an hourly rate of 10p or less. Holidays are rare and without pay. There is no sick pay and when sick the minder is likely to lose clients as well as wages. Most minders probably carry on when sick, or cost to their own health and the children's welfare. Minders have no daytime breaks because there is no one to take over. Quite ordinary activities like going to the dentist present far worse difficulties to minders

than to other workers. Considering the pay and conditions, the idea that childminding can be satisfying and enjoyable seems less than realistic. Presumably this idea has gained ground only because the dominant image of childminding is that they are housewives whose housework can easily be postponed to leisure hours, while they enjoy the opportunity to satisfy their maternal instincts during the day and earn some pin money. The rights of the women workers involved deserve more serious consideration from those wishing to expand the childminding system. Supporting child-

minding as a poorly paid home-based job will reinforce the idea of childminding as a second-best option for women, an obscure idea of it as a concern for education or health of society as a whole. The celebration of childminding as a working class community activity (which therefore deserves support) may also be viewed sceptically. There is no evidence that most childminders particularly enjoy taking other people's children for 8 hours a day. Lack of alternative employment, lack of pre-school facilities for their own children, or husbands who insist on their wives staying at home, are the main reasons for becoming a minder.

Neither is there evidence that parents particularly want to use minders. A survey in the Belfield area of Rochdale found that nursery provision was wanted for only 22 per cent, and childminding for only 1 per cent, of pre-school children. A national survey by the Office of Population Censuses and Surveys found that childminding was wanted for only 3 per cent of children.

There are many opportunities for contact between minders and parents. Parents who are late to collect their children perhaps through overtime, shopping, or using a bus, may find minders. Minders are so strict about hours many have advanced to buy food for the week, and minimize losses if children suddenly stop coming. This can be difficult for parents, especially in the crucial first week or two of starting a job and finding a minder.

Minders sometimes resent doing jobs which would be done by parents. Parents may well worry during the day about their children, for they can never be entirely sure what goes on in the privacy of the minder's home. Childminding often involves an uneasy relationship which parents and minders would be unlikely to choose if it were not for compelling economic reasons on both sides.

It is not difficult to list improvements which might end the exploitation of minders and improve the children's lot. Training schemes (arguably to NNEB standard); training grants; toy libraries; advice and support services; home improvement grants; installation of telephones; the formation of local teams of minders able to cover for one another; special day centres for groups of minded children; employment of minders by local authorities; reasonable wages and conditions of service.

However, the result of such improvements could best be seen as an imaginative development of day nurseries serving small areas, with trained local people using their own houses as a link between the child's home and the childminding or nursery centre. Removing the exploitation and deficiencies of the childminding system makes it no longer recognizably childminding, and no longer a cheap alternative. The distinguishing characteristics of childminding as part of the problem of pre-school provision, not part of the solution.

Peter Hannon teaches at Belfield Community School, Rochdale.

The most simple "athletic model" sets a number of tasks, each with a stipulated standard of performance; but few exams, it can be said, aspire to absolute levels of excellence. To do so would require that each pupil awarded a particular grade would pass an equivalent group of questions. Whether conceptual nor structural analysis is so far produced an objective measure of tasks, so examiners rely heavily on their experience and consensus to judge consistency. Any exam will have a number of topics or components. These would have to be used to derive empirical scales covering a wide range of questions. Because the scaling is common, a selection from all the questions can be used to find an individual pupil's position on the scale. A school could base the whole of its gradings on its own internal assessments, but it would be liable to have its grades checked by being its candidates examined with a set of questions taken from the scaled bank. Hence, over the entire population as a whole, grade boundaries could be checked regularly. We could thus leave the choice of curriculum to the school, with the only restriction that a sizeable part of it, though not necessarily the major part, should be covered by the topics covered by the scales. Any school could be checked in any one year and for any of the subjects for

Rosemary Harthill reports on a new approach to primary-secondary liaison

An experiment to ease the jump from primary to secondary schools is being conducted in Balham, South London.

Three teachers now working with the top form of local primary schools will move in September to a secondary school, near by, taking with them all their pupils who choose to go and for whom there is room. There they will be class teachers in basic subjects for the first year. After that they will return to their primary schools, while another three teachers move up with their pupils. The cycle then begins again.

The secondary school is Hydeburn School, formerly Balham Boys' School, now a new, mixed comprehensive with eventually 900 to 1,000 children. The head, Francis Thorn, hopes the scheme will have three main advantages. First, that children who might otherwise find it hard to adjust after the more protected, intimate atmosphere of the smaller primary will be helped to adjust to the more impersonal, larger comprehensive by the presence of a familiar teacher; second, that there will be greater continuity of curriculum and approach; third, that both primary and secondary staff may come to appreciate each other's work.

For many secondary schools who draw their intake from a wide range of schools, such a scheme may not be practical. But Hydeburn is in a rare position. Although it draws its children from about 26 primaries, 55 per cent come from only three—Henrville, Rowenstone and Alderbrook.

Henrville is only a walk across the playground, and all are close at hand. The scheme for better liaison came out of discussions between the four headmasters, which were initiated under the Children with Special Difficulties Project, and it is being financed by the LEA special fund.

Three of the six intake forms at Hydeburn will act as a control group. They will be organized in the usual way, with children being taught by as many as 20 specialist teachers. In the three experimental forms, however, the link teachers will take half the classes here, and will accompany the children if necessary, to specialist lessons like music and science.

She will also be easily available for counselling and remedial work, and will have her own classroom, which, as in a

primary, she will be able to arrange as she chooses. Monitoring of the groups will be gentle and discreet, through standard checks and occasional mathematics and reading tests.

Once the scheme is established and running smoothly and teachers are familiar with its workings, it should, in theory, be possible for each teacher to take over two intake forms, and for the six extra staff to be absorbed into the usual staff quota of the schools concerned.

Initially, however, the preparations are complex. For the past year, the first group of link teachers have been spending between two days and half a day a week at Hydeburn getting to know the staff, discussing with heads of department curriculum content, teaching styles, subject materials and their expectations of new pupils, and working with some of the first-year children who transferred from their particular primary school.

One of them has been with secondary heads of department on visits to primary schools to see and discuss the standard of work set, the types of classroom material and the teaching methods (Hydeburn has just been allocated £1,000 for new teaching materials to smooth the transition from one style of teaching to another.)

One problem originally was that not all the Hydeburn staff were entirely welcoming. Donald Hughes, the liaison officer (officially, master-in-charge of the link), says there was some feeling that the experiment would merely extend primary

education for another year, taking up valuable time needed for the secondary school curriculum and styles of teaching. "You do have to be quite tactful," said Jill Gale, one of the link staff. "You get to know when to say something or keep quiet." Like Becky Williams, another teacher, she misses having her own class, and she comments on the strange feeling of being part, and at the same time outside of, a school which is run on unfamiliar lines.

Jill Gale says it has certainly been the most difficult year's teaching she has ever had. "There are so many people to consult about everything—the heads of the four schools, heads of staff of other contributory primary schools, heads of department for every subject I teach, other staff, and so on. Then there's the uncertainty of not knowing what is going to happen, or quite what is expected, or quite what I should be teaching next term. Recently the head of geography told me exactly what curriculum he wanted me to follow, and advised me on books. It was such a relief to have it clear." The reason she is still there, she adds, is that she believes in the experiment.

One area that has already seen a successful sharing of knowledge and experience is maths. Hydeburn teachers have been dismayed in some cases by the low standard of the grading papers completed by new pupils on arrival. Comparing styles of question papers showed how much less formal, and with a lively visual design, were the primary papers.

The four schools have now got together to design a maths assessment paper which children in the three primaries will take in familiar surroundings, before the long summer break has a chance of reducing the brightest child temporarily to an ignoramus. This, it is hoped, will give a much clearer idea of the child's true ability and potential.

At the moment, despite the staff's overall, long-term commitment to and excitement about the scheme, there is a sense of nervousness. But every sign suggests this will be resolved once the new term has opened and the next stage begun.

One person, however, still thinks the scheme is a rotten idea. He is an 11-year-old boy in a Henrville classroom. "Yes," said Becky Williams, "he's one of the mischievous ones. Heaving me along at his new school doesn't suit him at all."

"Tbat," said Derek McGuire, the headmaster, "is probably why his mother chose it."



A common formula

Raymond Sumner offers some suggestions for 16+ reform

There are signs of now moves towards exam reform, though maintaining the status quo is the dominant theme. The board structure and the role of the board are being questioned, whether CSE and O level really do overlap where they are supposed to, whether different modes of assessment lead to inferior or superior awards; whether different boards apply roughly the same standards; and, most important from an employer's point of view, whether a pass grade in a given subject really has much meaning.

Would a restructuring of boards or the introduction of classified certificates clear up any of these issues, especially the last? Exams at the end of statutory schooling fulfill a number of purposes, some of which are:

- to inform parents of their child's progress
- to inform pupils by the quality of their learning
- to indicate to pupils, their parents and those who must deal with their future, a particular achievement, comparing skills, knowledge and questioning with standards from disciplined study
- to show that the performance demonstrated is likely to be dependable; secure enough for the pupil to reproduce the same standard for more advanced study and leisure time activities
- to give immediate relevance to continuing education in terms of skills and knowledge; and more general relevance through transfer of work habits, evaluative criteria and study techniques.

These are the functions of authentication and accreditation, which in some degree the present exams fulfill, though not wholly explicitly. Unfortunately, the multiplicity of practice and content defies all but naive interpretation, to the extent that some employers do not refer to the desirable features of the present system towards aptitude testing:

- to retain the desirable features of the present system: concise syllabuses prescribing the course to be examined; the impartiality of the exam board in its role as adjudicator; teacher involvement in syllabus planning; methods and materials; the diversity and appeal of topics; the inclusion in the overall assessment flexibility in using local facilities; a range of appropriate techniques of examining; the various factors of performance which can be included in the assessment; teachers accepting responsibility for evaluating their own pupils.

While all these are desirable, in aggregate, there is no unifying thread. Hence, for some pupils only essay writing set

viced by rote memory is an demand. In contrast, other schools compose the syllabus, and provide the standards. And when there is examining, there is "moderation" in all its guises. How do you make the desirable features of present exams common to all, introduce sufficient rigour for comparability to be determined, above all, fulfill the minimal functions of certification within a framework of examining common to all schools?

I envisage a system with two major components, the larger one within the province of the schools, the smaller, controlling role being delegated to an examinations authority. This body would authorize a school to award grades to its students along agreed lines.

The teachers would then know what constituted the criteria for grading, and so would the pupil, prospective employer, college selector, vocational counsellor, others with legitimate interests. However, with more than 5,000 secondary schools and candidates from further or adult education, some kind of check-bit standard would be necessary.

For example, medieval history must embody notions about master and servant relations; the roles of monarchy, nobility and church; the spiritual and cultural aspects of the monastic system; the growth of towns; the origins and purposes of guilds; and so on. A school might pursue its own course, but it would have to have a common, efficient, through a study of its own, teaching these central concepts more meaningfully by looking at

early town maps, manor houses, church memorials, pilgrims' routes, castles and their inhabitants. Events of significance to the nation—for example, the shift in authority between church and state—would be explicit in the syllabus, and might call for direct teaching or planned incidental learning.

The results from groups of pupils can be used to derive empirical scales covering a wide range of questions. Because the scaling is common, a selection from all the questions can be used to find an individual pupil's position on the scale. A school could base the whole of its gradings on its own internal assessments, but it would be liable to have its grades checked by being its candidates examined with a set of questions taken from the scaled bank. Hence, over the entire population as a whole, grade boundaries could be checked regularly. We could thus leave the choice of curriculum to the school, with the only restriction that a sizeable part of it, though not necessarily the major part, should be covered by the topics covered by the scales. Any school could be checked in any one year and for any of the subjects for

which it recommends awards. In consultation with teachers (panels), the examinations authority would specify the integral components, produce the banks of scaled questions, set up the criteria for school gradings, devise a system for verifying school assessments, carry out the checks and award the certificates.

Merited differences between grade awards and the scaled tests might lead to a visit from the subject panel—who might find that good work has been done, but the integral components inadequately covered; moderation of the grades to take account of deviations from the defined criteria; or even withdrawal of authorization to award grades. This last step might be held as a reserve power.

The Schools Council chairman has already called for a body similar to the CNA. The latter exercises its authority quite stringently, insisting, for instance, on teaching staff with satisfactory credentials. For schools it is more appropriate to emphasize the curriculum and the definition of grade awards. If these can be made explicit enough for a grade to convey an interpretation of

accomplishment, so much the better; the examination authority's clients will have some idea of what a grade is intended to mean. The checks on school awards would establish the control necessary for public confidence, and would be imperative if the difficulties experienced by other countries (where school assessments are not subject to impartial evaluation) are to be avoided.

All this is possible, by redeploying technical personnel, examiners and subject officers already working for the boards. In this way their considerable expertise could be retained.

Raymond Sumner is principal, research officer, Guidance and Assessment Services, National Foundation for Educational Research.

Apt for voyces and vyols

Robin Maconie reports on the early music conference held recently in London

The Gulbenkian aided conference on the future of early music in Britain, held in the Waterloo Room of the Royal Festival Hall in May, brought together a remarkable concentration of scholars, performers, instrument makers, and representatives of broadcasting, publishing and recording industries.

Early music, as embodied in the now internationally respected journal of that name, is a recent and, in many respects, peculiarly British phenomenon. A subject once restricted to academic specialists, it has today attracted enthusiasts and a scattering of players of varying levels of experience, it has rapidly burgeoned into a dynamic community of amateurs whose most remarkable feature is the free and active exchange of ideas and a merging of theoretical and practical disciplines.

Such a union of academic and performing skills may have been stimulated by the self-help example of contemporary music in resuscitating composers such as Wehner, Schenker and Varèse, and in promoting the avant garde; but whether one agrees with that or not, it is certainly true that the deliberations of the 1977 Early Music Conference carry implications for the teaching and practice of music far beyond the assumed confines of the subject from medieval to baroque.

The conference had two major purposes: first, to establish the state of existing knowledge and second, to discuss and make recommendations on how those resources might most profitably be employed. An immediately striking feature of both the formal papers presented and the discussion arising from them was the unforced candour and simplicity in which speakers expressed themselves.

Nobody talked jargon, nobody stood on status or reputation, nobody pretended inviolable wisdom; all, moreover, were united in the sentiment that co-operation, not competition, is the key to a fuller understanding of the music of the past, and that whatever changes in the institutions of patronage and education may be necessary to make co-operation more effective are likely to have profoundly beneficial repercussions on the status of music in present day society.

The conference opened under the chairmanship of Howard Mayer Brown with a series of papers on performance problems of the music of different periods. From the outset the emphasis was as much on social and practical difficulties as on questions of style and interpretation.

David Fallows on medieval music set the tone in drawing attention to the fact that many of our best performing groups, on whom our progress in understanding this music relies, are obliged to earn a living out of the country for much of the time. If we are to keep them based in this country, we must find ways to reward them better; there is evidence, he added, that the potential audience for this music is far larger than is generally recognized.

More clearly focused audiences education through the medium of radio, recording and the related word, was also urgently needed. The theme of continuing education was taken up by Professor Mylar Brown, suggesting that some way must be found to introduce a flexibility of ensemble within the performing profession to cope with the variety of past idiom.

What we need, he said, is large chamber ensembles, essentially standardized pools of specialist musicians such as are beginning to be recruited for contemporary music. Early musicians today needed "refuge and develop their sense of the dif-

ferences, not only between medieval, renaissance and baroque music, but even between different styles within any one period.

Musicians had to take into account their own education, he said. Our knowledge of early music grows and changes all the time; we need to be kept informed of what scholars are discovering, and what instrument makers are learning about their craft. Musicians must also learn to understand editorial techniques used in scholarly transcription, and how to score and arrange, and embellish.

Better communication, said Anthony Rooley, implied changes in attitudes, and that in the present system of patronage. Some way must be found to make new research generally and cheaply available, if only to avoid the unnecessary duplication of research that is already a hazard of present endeavour. Rooley, he said, must learn how to make best use of the patronage of the present.

Patronage largely depends on our knowing what we want and asking for it by the right way, in the right place, at the right time.

With the BBC's decision to discontinue the Academy of the BBC, the Arts Council, perhaps the best guarantee of eventual public support of such an enterprise, might come from a change in the pattern of training at our larger music academies.

This important issue Robert Doonan had pertinent comment to make. Though much could be done, he said, to recapture the spirit of baroque music using modern instruments—though this presupposed an intimacy with the period that was as yet far from being universal—the establishment of a specialist baroque ensemble using baroque instruments was bound to be needed eventually. He proposed an orchestra of 25 to 30 strings and double woodwind, with at least two leaders, and as many of the others as possible on permanent contract.

Lower standards were still widely accepted in many instruments than in those used in performance. It was unfortunately the same. Education was the obvious solution, but it needed the tools, and the production of mass production, though expensive in certain areas such as recorders, and guitars were still formidable in most other areas. Experiments in producing lutes with fibre glass bodies had met with considerable resistance, although the tone quality was not at all bad; ironically, these lutes proved to be almost as expensive as wood-backed instruments.

The trend toward craft comparison was a good one in reducing the cost of acquiring essential manufacturing equipment, the very useful role of the instrument-making department of the London College of Printing was also mentioned, as providing opportunities with educational training and research facilities normally denied to the independent craftsman.

The teaching of early music in schools is limited to a considerable degree by the availability of cheap and durable instruments of satisfactory quality. A number of instrument makers at the conference addressed themselves to the question of mass production of instruments normally painstakingly constructed by hand to a bewildering range of specifications. We need, said Ian Harwood (himself a noted instrument maker), some kind of body to guarantee standards of instrument design and manufacture.

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Melchior Bugental, Cambridge regional adviser for humanities, described a pilot scheme for primary schools which has had some success in introducing early music into the curriculum via cassette tapes, as an expression in microform, as it were, of the world of early music to the adult level. Project work in the junior age range seen as it, he said, was essentially an encouragement of integrated work, bringing history, geography, writing, art, physical education and music all to bear on the same topic.

The main innovation he had seen, Allison Bugental had made in describing their Box of Delights project, had been to make music the centre of the exercise, for example, by asking children to imagine how a Tudor family in a large hall in Suffolk (where she survives a musical inventory of a musical instrument dated 1604) would have entertained themselves of an evening. What musical activities figured in what kind of medieval castle?

Much valuable feedback has come from the media from the pupils and teachers involved. Much of the material has been used in the very young, nevertheless, he said, it seems that children can come deeply and joyfully involved in early music, especially when it is part of a real and clearly visualized social scene.



Alternatives to Alternatives

R. T. Spooner on education and the alternative press

The Underground and Education. By Mike Smith. Methuen £1.60. 416 85540 7.

Mike Smith seeks to introduce the alternative press and to provide a guide to the critique of education found in it. He claims that their arguments are important and that "an une involved in, or interested in, education can afford to ignore them". In practice, nearly everyone does—and it is hard to find a teacher who has even heard of the alternative press. In as much as its ideas are valuable, the book is long overdue, but in assessing its worth one needs to consider why the alternative press is so little known, why its ideas have had such little impact and, indeed, whether they deserve greater currency.

The alternative press has burgeoned through the development of small-scale printing technology, the "Litho Revolution" which has made production of astonishing quality possible for any group of interested people. Distribution has proved a difficulty, but this has been substantially solved by most periods by the establishment of "Publications Distribution Co-op". Mr Smith includes a bibliography and a list of stockists in 16 main

centres: he realises that this may date rapidly and it proves to have done so. In Leeds, for instance, the main supplier is now at 162 Woodhouse Lane, and one of the Liverpool current publications, *Big Flame*, is not in his list. Indeed, erratic production, haphazard marketing and the short life-span of some publications must limit their impact.

Mike Smith makes a brave attempt to assess the educational philosophy of the alternative press and, although he is more an apologist than a critic, his look is perceptively written and pleasant to read. In essence he argues that their philosophy is concerned with "the pattern of relationships presupposed in the educational system" and "the premises which teachers unconsciously bring" to their teaching.

The system is hierarchical, reflecting society, and the distinctive teacher premise is that he possesses superior knowledge and skill and is paid to pass it on. There is a consensus view of what is worthwhile which the alternative press challenges. The task of adults, who may not recognize the merits of a pupil's native culture, is "to make sure that the child may escape any influence... if he wishes to". This concept, of course, leads directly to periods by the establishment of "Publications Distribution Co-op". Mr Smith includes a bibliography and a list of stockists in 16 main

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Begged questions

Lesley Lancaster

The Box in the Corner. By Gwen Dunn. Macmillan £7.95. 333 19222 2. £2.95. 333 19223 0.

"We know little about the effects of television on children, the effects of a plethora of investigations, official and unofficial, during the past two decades. Gwen Dunn's confession of our corporate ignorance remains considerable validity. Images painting in from the external world—their factual or highly emotive or a mixture of both—undoubtedly make an impact upon ways of seeing and behaving. Whether the sheer intensity of the televised images in the global village in which we all live exerts a greater and more noxious influence than the telebild directed at us, the nineteenth-century town-dweller, is a very complicated question. Common sense parades us that the unprecedented volume of highly charged visual material—violence especially, but also sexual material—disasters—that flows into the great majority of homes in Western industrialized societies must have changed those societies. But precisely how, and to what extent, we are still very largely ignorant.

Gwen Dunn has deliberately demarcated her field of investigation. She has much to say about television and the very young—about children watching programmes that have been specifically produced for adults, about "wallpaper" television which simply fills an existential void and, most depressingly of all, about those in the pre-school category who keep on passively watching alone even when they are evidently profoundly bored by what they see. She is especially concerned with programmes produced for the under-fives, the reactions to these programmes and the ways in which television might most effectively attract nursery and playgroup children at a time when funds have become extremely scarce.

One implication of this scarcity is that, for the foreseeable future, dynamic, one-to-one relationships between children and their nursery teachers or between children and mothers working in playgroups will be experienced only by a small proportion of the total pre-school population. There seems to be a theoretical choice, then—and Gwen Dunn has clearly identified it—between using television as a substitute for the "real thing", or creatively combining the medium with good traditional teaching and caring practice.

There is a line of thought connected with the first of these possible options which contends that deprived children can undergo such limited sensory and linguistic experiences that even a passive, but intelligent, relationship with a television presenter is preferable to no relationship at all: all the more so, the argument continues, if it can also be demonstrated that those children who have followed pre-school television in a systematic way get on better at first school than those who have not.

Enthusiasm for policies of this type rest upon social and political assumptions which themselves require detailed and critical analysis, and, although Mrs Dunn is good at describing the dilemma, she is less convincing when she attempts to draw out their full ideological implications.

This, then, is a study which is more likely to be consulted for the material which it presents than for the findings that have been derived from that material. The strongest chapters collate the views of headteachers and reception teachers on their attitudes towards pre-school television and describe how children actually watch the box in their homes. It plays out and in a series of chapters, quite rightly, that informal observations reveal much more about what exactly goes on when three and four-year-olds sit down in front of a television than any number of statistical surveys.

But too many of the conclusions are so ambiguous and this weakness is a function of a failure to come to terms with what is most abysmal in television culture and, more aptly, with the economic factors which determine this cultural and educational poverty. The author is inclined to be over-impressed with the technological achievements of the medium, even when the message is of a very poor quality indeed. A statement such as "The programme is directed by a large production company which does not create greed. It is their popularity that puts them on to peak viewing times..." begs important questions about the making of public taste and public control over television in this country.

It is so good that he had got rid of a lot of moral problems by the creation of wealth. What he has not done is to establish a sound relationship of prosperity that was about making choices that we do not have to make, about working hard in causes we don't have to work hard for, and, perhaps most importantly, suffering when we don't have to suffer. There is a lot in the book, too, about recognizing that we have realms of ignorance which we may far beyond our lifetimes. It is impossible to discuss these matters with some people because they think, "You've got to be productive of good, have to be an advocate of suffering for your own sake."

Of course we know quite a lot in a

Reading and Loving

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Learning to read is probably the central educational achievement of any child's life. Leila Berg's aim is that all children's first experience of reading should be a loving and successful one, so that they come to discover the power of books for themselves. She believes that the enjoyment of books and the acquisition of reading and writing is not primarily an academic skill but grows from a warmly physical and emotional base of shared enjoyment with another human being. A timely, thought-provoking book. Leila Berg's insights are not unrepresentative; they reveal and celebrate others.—Merion Glastonbury, *The Times Educational Supplement* £2.75, paper £1.20

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22 Books/Education/Religion

Tiddlywinks and towing

Joan Tamburrini on Piaget

Child Development and Education: A Piagetian Perspective. By David Elkind. Oxford University Press. £8.95. 19 502068 5. £3.75 19 502069 3.

Elkind makes an original contribution to developmental psychology in his discussion of three modes of learning. He describes operative learning, which concerns those concepts like conservation that are overt and can be constructed only through action, and figurative learning, which concerns aspects of external reality that must largely be copied. These distinctions are Piaget's, but Elkind adds a third category, "connotative" learning, which occurs as children try to relate their concepts to their verbal symbols and to express concepts with the construction of meanings.

A problem of primary concern to teachers is the growth of pupils' consciousness of what they know and can do. Elkind maintains that consciousness marking it out from unconscious practical intelligence and preceding the conscious conceptualization of thought processes characterizing formal operational thought to adolescence. The growth of consciousness is also the subject of Piaget's investigations reported in the *Grasp of Consciousness*. The subjects of his study were children ranging from four years to adolescence. The situations studied were those in which success in action is achieved early such as walking on all fours, playing tiddlywinks and towing a small rectangular box. After performing each task the children were asked to explain how they carried them out.

The children's responses are vividly described and clearly exemplify stages of development in the process of becoming conscious of what they did and how they did it. These stages support Piaget's claims that the growth of consciousness is a gradual process involving conceptualizations rather than sudden illuminations, and that knowledge is actively constructed by the child from his reflection on his experience. This is an important book that requires and merits considerable depth of study. It is not a book for readers bringing no previous acquaintance with Piaget's work.

Star spangled banner

Noel Hughes

In Our Time. By Geoffrey Hodgson. Macmillan £7.95. 333 14467 9. **The Spoiled Child of the Western World.** By Henry Fairlie. Sheldon Press £4.95. 85969 093 8.

Few people write more presciently of the United States than Mr. Geoffrey Hodgson. A journalist of considerable transcultural experience, he brings a high intelligence to bear on the product of an impressive amount of leg-work.

Mr Hodgson's book is really the best account to date of what will always be crucial years in American history. He is especially enlightening on the fortuitous role of the broadcasting networks. Anxious to improve their public images in the wake of payola scandals, they mounted large news programmes (notoriously expensive to run and productive of little advertising) bringing to every household the bloody detail of racial riots and napaam bombings. When the consensus had finally collapsed, the American people turned to Jimmy Carter, a man they still feel trying to understand long after they have put him in the White House.

They had misgivings about the interpretation of that role in Vietnam, never questioned the role of himself; and Australia so far overcame her misgivings as to despatch troops in support of Saigon. Even now, the Japanese oppose the proposed reduction of the American commitment in Korea.

Incarnation

Hilary Finch

Iconography of Religions: An Introduction. By Albert C. Moore. SCM Press £12.50. 334 00701 1.

"It's God—I'd know him from Blake's picture anywhere," said Robert Frost, quoted near the end of this iconographic survey. But we know him from a picture and should we—and what do we mean by "know" anyway?

From the other side

Robert Silvey

Belleve It or Not. By E. G. Moore. Mowbray £2.50. 264 66010 2.

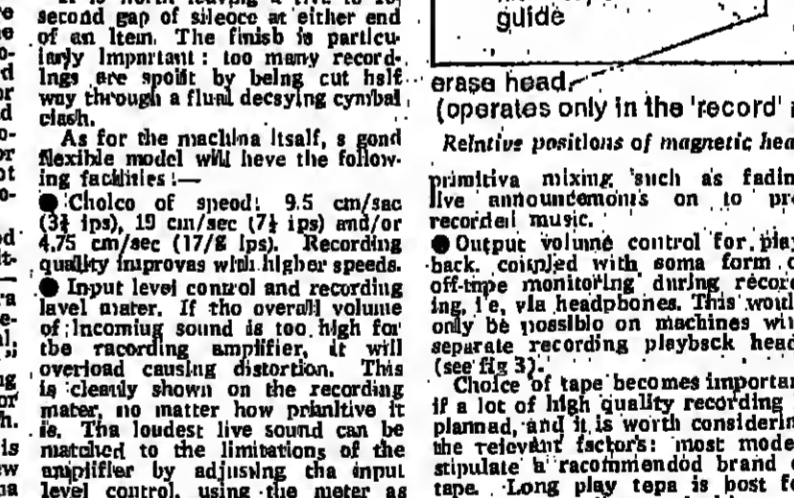
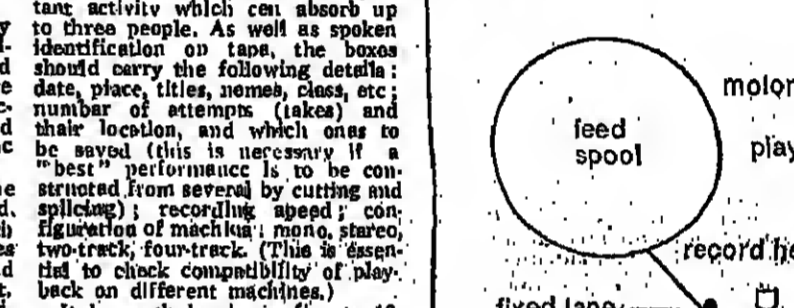
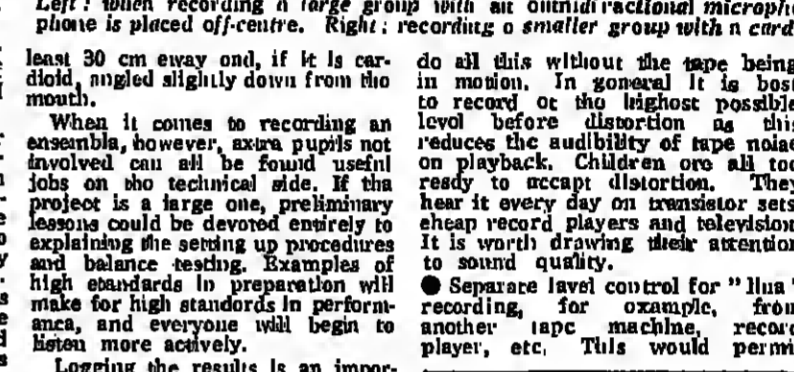
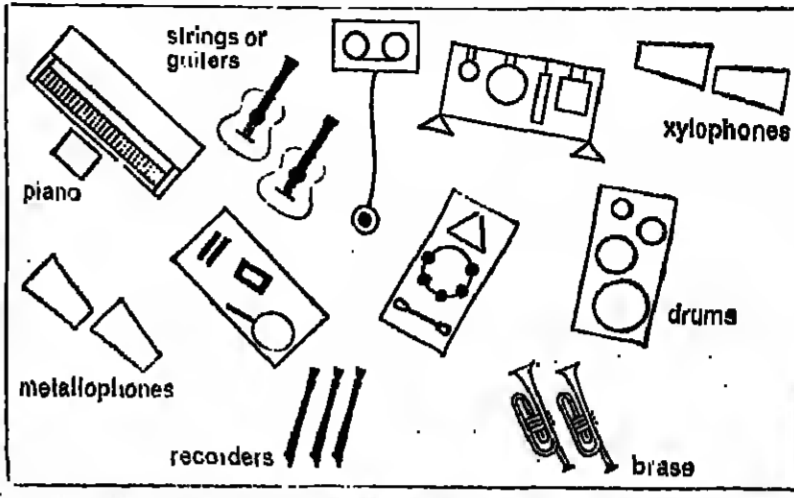
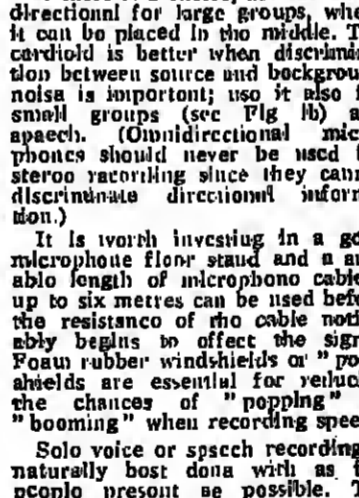
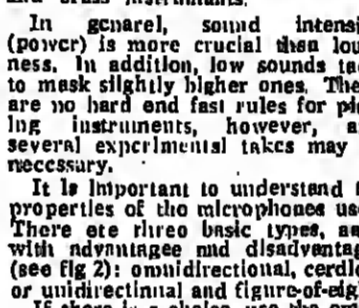
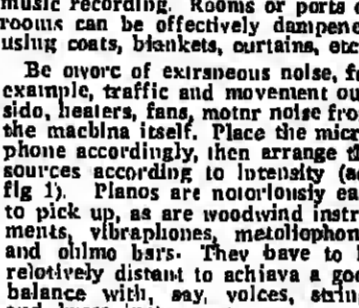
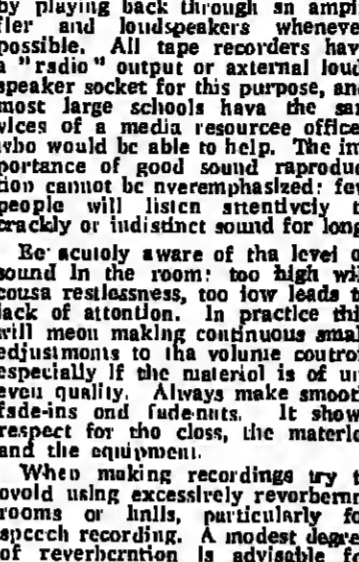
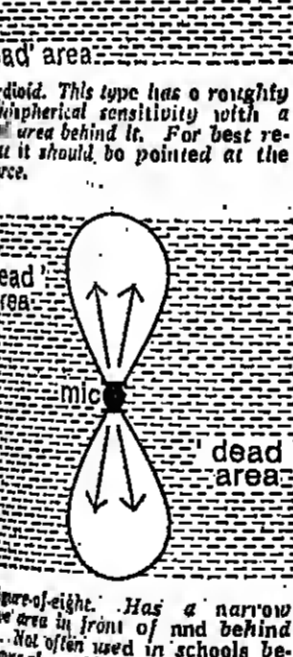
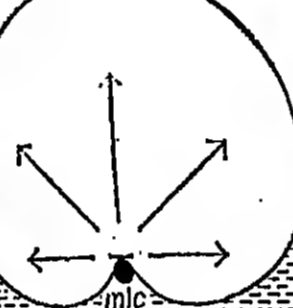
To have given this book a title and words to be "There are things in Heaven and Earth, is enough to put anyone off. This is a pity, for it is a serious, valuable piece of work. The author is a lawyer, a good lawyer and his value for his mind trained to weigh to bear on a field is not notoriously there is no better for the naive, to say nothing of the chorlston. Mr. Corth Moore is a committed Christian and, in respect, a fairly orthodox Anglican.

23 Resources

Just for the record

Andrew Peggie with suggestions for tape recording speech or music in the classroom

It is not difficult to become a classroom taster recorder. A medium of common sense, awareness and manual dexterity. What follows is a summary of the procedures involved, from a point of view of classroom management.



The Teacher and Institute of Education. By Edward Nussel, John D. Inglis, Wiersma. Addison-Wesley Publishing Co. £8.50. 201 15011 7.

Ensure good sound reproduction by playing back through an amplifier and loudspeakers whenever possible. All tape recorders have a "radio" output or external loudspeaker socket for this purpose, and most large schools have the services of a media resource officer who would be able to help. The importance of good sound reproduction cannot be overemphasized: few people will listen attentively to crackly or indistinct sound for long.

When making recordings try to avoid using excessively reverberant rooms or halls, particularly for speech recording. A modest degree of reverberation is advisable for music recording. Rooms or parts of rooms can be effectively dampened using coats, blankets, curtains, etc.

do all this without the tape being in motion. In general it is best to record on the highest possible level before distraction as this reduces the audibility of tape noise on playback. Children are all too ready to accept distortion. They hear it every day on transistor sets, cheap record players and television. It is worth drawing their attention to sound quality.

Left: when recording a large group with an omnidirectional microphone, quality is improved if the microphone is placed off-centre. Right: recording a smaller group with a directional microphone.

least 30 cm away and, if it is cardioid, angled slightly down from the mouth. When it comes to recording an ensemble, however, extra pupils not involved can all be found useful jobs on the technical side. If the project is a large one, preliminary lessons could be devoted entirely to explaining the setting up procedures and balance testing. Examples of high standards in preparation will make for high standards in performance, and everyone will begin to listen more actively.

Logging the results is an important activity which can absorb up to three people. As well as spoken identification on tape, the boxes should carry the following details: date, place, titles, names, class, etc; number of attempts (takes) and their location, and which ones to be saved (this is necessary if a "best" performance is to be constructed from several by cutting and splicing); recording speed; configuration of machines (mono, stereo, two-track, four-track. This is essential to check compatibility of play-back instructions). Use a different level control for "live" recordings.

It is worth leaving a five to 10-second gap of silence at either end of an item. The finish is particularly important: too many recordings are spoiled by being cut half way through a final decaying cymbal crash.

triply play tape is thinner and much more easily damaged or broken. Standard play tape is thicker, very robust, therefore suitable for pupils' use, and best also if there is much splicing to be done. This tape is particularly prone to "print through"—a leak of magnetism across layers of tape during storage giving pre-echo and post-echo effects. This can be minimized by storing away from heat and sunlight.

Nobody expects the average school tape recorder to compete with the sophisticated products of live announcements on to pre-recorded music.

Output volume control for playback, controlled with some form of off-tape monitoring during recording, i.e. via headphones. This would only be possible on machines with separate recording playback heads (see fig 3).

Choice of tape becomes important if a lot of high quality recording is planned, and it is worth considering the relevant factors: most models stipulate a recommended brand of tape. Long play tape is best for general recording; double and

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Teach Yourself Books

East End abyss

Jack London's study of the conditions of poverty in London's East End, *The People of the Abyss* (first published in 1903) has been re-published (The Journeyman Press £1.20) with an introduction by Jack Lindsay.

London wrote the book when a project to coat the Bow War for the American Peace Association fell through. This edition has some fine photographs and includes London's Preface, which he wrote: "For the English, so far as men and women and child, it is a broad and smiling thing, but for a great mass of the political machinery, which is not yet understood for them, it is a deep and dark, and in the end, it is simply a black abyss."

Shakespeare in lecture style

by Ian Patterson

hardly exploited here. The Tuldon House cassette, as their name proclaims, is much more in the nature of illustrated lectures. The narrative and commentary by Catherine Rachel John offers no startling insights, but is consistently sound and thoughtful and frequently relates the action to the physical circumstances of the Shakespearean theatre. The theoretical approach is supplemented by a useful booklet accompanying each cassette.

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Many applications for soil test kits are suggested in a booklet available from the Soil Testing Service, for simple, accurate soil testing, measuring and recording, while older children can use them in biology, geology and environmental science.

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Radio recorders...

by John Freeman

Goodsell Radio Recorder PCR-3, microphone £76.84 plus VAT net. Goodsell Radio Recorder PCR-1, without microphone £91.08 plus VAT net. Goodsell Radio Recorder CU-3, without microphone £131.84 plus VAT net. Goodsell Limited, New England House, Brighton, Sussex BN1 4GH.

The Goodsell radio recorder type PCR-3 has been specifically designed for educational use. The PCR-3 can also be used as a public address amplifier using the microphone and other inputs. Recording made on the PCR-3 is good, and the unit gives a good overall sound quality. A single tone control is fitted and this gives treble boost and cut and allows a useful range of adjustment.

Goodsell of Britain produce a number of items for the Philips Compact Cassette. To their radio recorder range there are three models. The most popular is the PCR-3 mentioned here, but for those needing a higher sound power output there is the PCR-1 which is identical to the PCR-3 but with an output power increased to 12 watts.

The PCR-3 is a medium-size unit, with a forward-facing loudspeaker. It is housed in a wooden case with a teak finish. All the operating controls, radio and cassette, are positioned on top of the case on a sloping panel. A number of input and output connections are provided on duplicated on the European-type DIN sockets and jack sockets. The radio section receives on the vhf waveband only and has variable tuning.

The PCR-3 has a built-in telescopic aerial and a socket for the connection of an external aerial. All inputs to the cassette recorder section, including the radio, are selected by push buttons. Recording level is manually controlled, set with the aid of a meter, and adjustable monitoring is possible during recording with any of the sound sources.

The cassette deck is easy to load and has piano-type opening keys which have a light but positive action. Automatic stop is provided on all tape functions ejecting the appropriate key. There is a matching pause control and a digital tape counter.

The vhf radio section of the Goodsell PCR-3 has a good performance. A large tuning scale is provided showing the vhf frequencies only. The PCR-3 produces a good level of sound, having an amplifier rated at six to eight watts. The forward facing loudspeaker makes the unit ideal for classrooms and there is ample sound output for this purpose.

There will be sufficient output for use in small halls when an external loudspeaker is connected. The PCR-3 can also be used as a public address amplifier using the microphone and other inputs.

Recording made on the PCR-3 is good, and the unit gives a good overall sound quality. A single tone control is fitted and this gives treble boost and cut and allows a useful range of adjustment.

Everyman's University

Naomi McIntosh

Analogue of the Open University in other countries are now springing into existence. They are proving that they are not just pale copies of the original.

Everyman's University in Israel recently started its second semester with 4,000 students. Given that the student population in Israel is about 45,000, this is no mean feat.

Everyman's uses correspondence material and television programmes working from a new building near the national Educational Television Centre, and sharing premises with the Centre for Educational Technology. All these have been funded

initially through the Rothschild Foundation, on the assumption that subsequently they will be financed by the state. The first (taken) contribution to Everyman's, important as a symbol of Government support, will be made in this year's budget.

Everyman's does not use radio; as yet negotiation with the national radio network has not been successfully concluded. But it does have home experimental kits and study centres, in which students can meet their tutors. There are 22 of these based in colleges of further education and teacher training colleges, which members of the local staff act as liaison officers. The study centres are administered from the centre, and tutor and student administration both come under the same administration.

The initial range of degree level courses has concentrated on maths, science and Jewish studies, though this will be expanded in the near future.

A major objective is to get to the underprivileged groups, most of whom originate in Asia and African countries. One-year adult education courses in electronics and a course in electronics have been started.

Another main objective is to improve the quality of teachers, who is happy to have about one quarter of its students from that profession. Many others, however, have started studying with little or no previous educational background.

One of the main differences between the two institutions is that while the Open University is a network of schools, few of which have the facilities for a coherent reading policy. How professional ideas are being put into practice must put learning at the top of its priorities. Was it reading and through reading that when and how do we learn? A fundamental trouble has been the British educational system has been the very limitation of many of us have professional ideas but no time to process to the basic of reading words and the of imaginatively literature for older pupils. The Bullock report immediately extended our of what it means to "read" and emphasized the of the process over all the of reading and the breadth of the process over a wide range of reading materials and reading teacher must be a teacher of the reading material for her subject and through the process of reading.

Billy was a bully

Frances Murphy

This playlet was written following an English lesson on John Walsh's poem "The Bullp Ateep".

Billy—Son
Mother—Mum
Teacher—Teacher
Tom—Boy in class
Gorge—Boy in class
Jim—Boy in class

One day Billy woke up he was late for school again as always. He got up and got dressed and went down stairs. He went into the kitchen and

Canada encapsulated

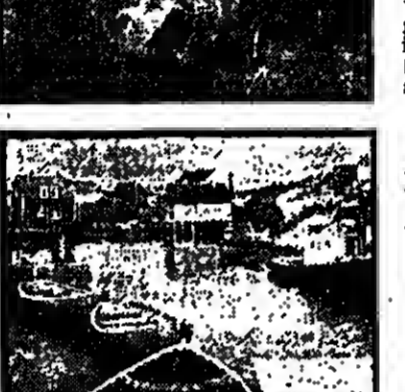
by Jim Anthony

Regional geography of Canada. Set of five filmstrips with notes. Atlantic provinces, The Industrial Heartland, The Prairie Provinces, The Northlands, The Mountains and the Yukon, British Columbia. Single frame: £3.50 each, double £3.50. Set of five S/P L16 D/P £17.50 plus VAT.

Region Ltd, Bradford Road, East Ardsley, Wakefield

The second largest country in the world is a daunting prospect for teachers of geography attempting a systematic regional treatment. It must be a similarly stiff challenge for the makers of such visual aids as this excellent (filmstrip) set to encapsulate Canada in 180 frames.

Most British immigrants seem to



head for Ontario or British Columbia, which has a reassuring similarity perhaps settle for the heavily Americanized way of life and do not venture far from the relatively narrow strip which encompasses a large percentage of its most populous areas. Those going to British Columbia by road or air get a truer picture of the immen-

sity of the scale here—from the Scotch across to Vancouver and on to Aden.

Apart from the obvious natural resources of timber and water, extremely grand scales, the land is known but increasingly important. Athabasca for example must be prominently in energy reserves, oilfields or at least for the rest of the century. The bitumen-rich tar sands now commercially mined through increasing world prices, still very difficult and expensive work, contain an estimated amount of oil which amounts to a staggering seven times the entire reserve of the other, more varied in North America.

Apart from this, who knows what minerals lie in areas so far considered unexploitable? It is the matter of the future, and only a matter of time before demand for resources opens up the world's empty and less hospitable places.

The filmstrips, compiled and annotated by John Bentley, offer a very balanced picture of the Canadian environment. The average of 36 high quality frames per region. The five booklets are good value also in providing an introduction to the background of the area, with statistics where necessary.

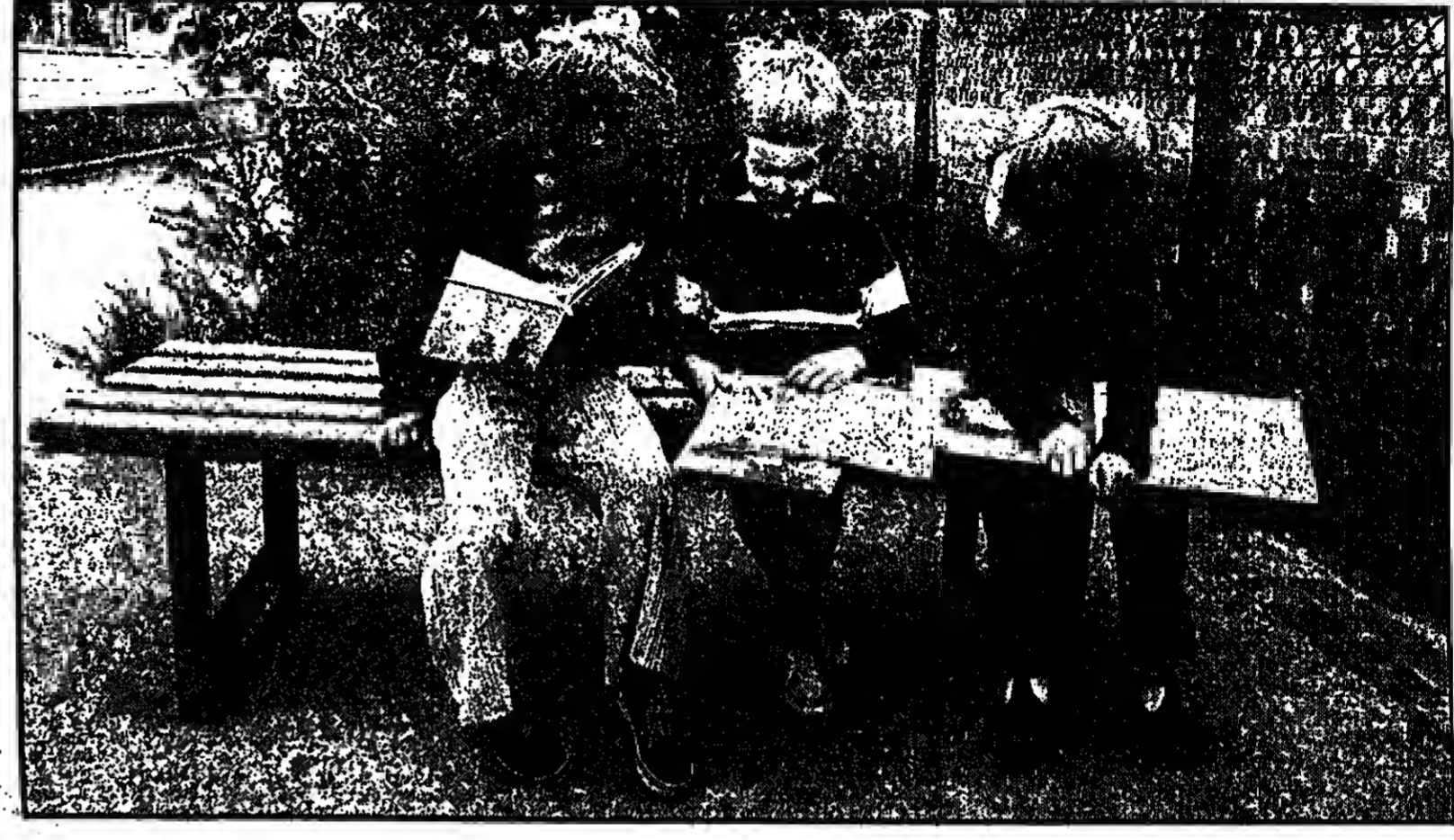
By producing his own course, the teacher can of course give his own strips for use with any junior classes, but they are obviously going to be of more use to students of regional geography in secondary schools and colleges. The teacher is not easily restricted to the regional approach.

The producers have added a cross reference list which leads down the subject matter of the frames into topics. For example, the Prairie region, or mining in these areas, or on a single numbering (numbers are given in easy reference) and 17 on agriculture and forestry.

This is a valuable and well produced reference set to be added to the stock of visual aids in those areas where the teacher is worth paying the extra for the double frame strips rather than the single Canada that sort of country.

Naomi McIntosh is production editor for staff and student affairs at the Open University.

EXTRA READING



I read a book once...

Michael Marland

For all equal opportunities for all, continuing education, knowledge, critical and judgment, those and widely accepted admissions are necessary. Reading for the individual and an essential part of the rest of education. For we have produced at the end of the day a professional of teachers, few of whom have had any help in the understanding of the reading process and most of whom have had no school diploma, and in fact, are being watched with interest. One of the main differences between the two institutions is that while the Open University is a network of schools, few of which have the facilities for a coherent reading policy. How professional ideas are being put into practice must put learning at the top of its priorities.



Junior school is writing, and the major activity in the secondary school is listening. When reading is called for, it is usually in tiny bursts—virtually preventing the mastering of the skill of the reading of continuous texts.

I should go further and say that most teachers do not directly concerned with giving a reading lesson have learnt the trick of circumventing the problem, avoiding it whenever possible, paraphrasing at other times, and only rarely finding ways of helping the pupils into and through the actual text. The temptation faces us in every mathematics lesson when the pupils are about to start a set of exercises, secondly as it faces our junior and secondary teachers day after day.

In the past two years there has been a fairly widespread acceptance of three important points. The first is summed up in L. A. Richards' famous dictum (quoted in the Bullock report): "We are all of us learning to read all our lives." This is to alter the "threshold" view of learning to read, which sees it as a once-and-for-all step. All teachers are responsible for reading—because all are responsible for learning—not only the infant teacher, but the

junior teacher, the O level biology teacher, the A level history teacher, and the CSE social studies teacher: these are the nation's teachers of reading.

The second is the realization that reading is deeply embedded in the rest of the language skills, and is not a separate, isolatable activity. Writing, talking, and listening are language uses interlinked with reading. Except on rare occasions, reading cannot be taught separately. Thus, to take an aspect of language that arouses passions among parents and teachers, proper tuition in spelling is necessary not to "produce secretaries with middle-class conventions", but as part of helping the pupil's vocabulary growth and, most importantly, his reading skills. It should like to see Margaret Peters' excellent work on spelling more widely read.

Third, there is a growing distrust of the labelling of reading as one of the "passive" language skills. It is clearly "active" in the sense that the effective reader is constantly guessing, backtracking, inquiring of the text, checking. Indeed, pupils need advice as they get older to help them be able to control their reading: approaches, more skilfully, gradually spread reading from word to finish to the least effective process for reading for meaning, and we need classroom techniques to help pupils.

Finally there is a growing acceptance that just as strenuous efforts are required in the early years, and by the late stages cannot just be left to chance. There is another phrase of L. A. Richards (this one not quoted in Bullock) that I should like to see on every head's desk: "Whatever else we do by the light of nature, we cannot read by it." It is curious that in an era in which we regard it as unadvised to give explicit advice on instruction on matters literary (many schools having "personal relationship" courses, for instance), we have given so little thought to working out what should be done.

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Reading Matters

Selecting and using books in the classroom

Written by the staff of the Centre for Language in Primary Education. Edited by Moira McKenzie and Aidan Warlow

This book argues the case for having a well-thought-out collection of books in every classroom, and offers detailed practical advice on their selection and use. There are sections covering picture books, fiction (both realistic and fantasy), poetry, non-fiction and other materials available in both teachers and children, and some fascinating personal accounts by teachers of ways in which books supported and extended particular studies. The book was written by the staff of the ILEA Centre for Language in Primary Education in response to discussions with teachers using the Centre.

Moira McKenzie is Adviser/Warden and Aidan Warlow is on the staff of the Centre for Language in Primary Education, Inner London Education Authority.

Published in association with Inner London Education Authority.

*Paperback £1.25 0 340 22187 9 8 August

Measuring Reading Abilities

Concepts, Sources and Applications

Peter D. Pumphrey

Teachers today are becoming increasingly involved in evaluating the reading abilities of their pupils, both in the ordinary classroom situation, as one aspect of the teaching process, and in the context of remedial programmes. This book focuses on the practical considerations which are central if assessment is to make an effective contribution to the teaching of reading. It looks first at some fundamental definitions and the purposes of testing, and the factors involved in selecting an appropriate test. It then goes on to list the major sources of reading tests, information and advice, and to examine the principles of test administration. The last two chapters deal with the nature and interpretation of reading test scores and profiles.

This book complements the author's UKRA monograph, Reading: Tests and Assessment Techniques.

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continued from previous page

advice, instruction, and exercises pupils need as readers.

There has been a surge of in-service work on aspects of language, and reading has been included in these, though perhaps less frequently than talking or writing. L.E.A.s and departments of education have increased the number of courses dealing with all aspects of reading, from the initial stages through to reading in the secondary curriculum—though that is still the poor relation of the reading family. Yet there are many departments of education in universities who have no lecturer who has given specialist time and thought to reading outside literature, and there are many others where the reading specialists are entirely concerned with infants or with backward adolescents. In training, it seems that reading is for the young or the slow. I suspect that more teachers in training are taught of the importance of the language of textbooks than are taught how to help pupils read textbooks.

The Open University's reading courses are impressive exceptions, and they will be described later in this supplement. These have become the nation's main in-service training in reading, with the material having an influence beyond those actually studying with the Open University. In some ways, though, the very strength of these courses is their weakness for the point of view of the wide community: they are too long and detailed for most teachers.

The evidence suggests that the colleges of education have rapidly responded to the Bullock report's recommendations on language courses, though, again, the reading work in reading, with the exception of more general sociolinguistics, and the reading work that is included is too often limited to the initial stages. I now wonder whether Bullock's recommendations on the need for in-service training in reading went far enough or were strong enough.

The false polarity between the warring camps of "look and say" and "phonics" has largely died down, and the vigorous and methodical selection of the best of the school's books for spreading, junior schools are giving more attention to remedial reading, though cuts in the teacher force affect this part of junior school work more than any other. The greatest difficulty is to find a way of dealing with the problem of devising ways of integrating further reading tuition into the wider pattern of junior school work. The Schools Council's work to the initial stages has been excellent, but there is a need for a project to study what to do next. How are reading skills developed over those junior years? It is now clear that for most pupils, especially the disadvantaged, a class teacher must do more than motivate and provide reading opportunities.

"Every school should have a policy for Language Across the Curriculum", and that this should include every teacher's involvement in the teaching of reading was the major Bullock recommendation. It is exciting to see the vigorous effort that schools and L.E.A.s are making to convert this basic concept into a suitable local plan and teaching strategy. An amazing number of L.E.A. courses have been run, and there have been many school-based conferences, often for whole teaching staffs. Typical of these was a whole-day meeting I attended for many of the teachers from all the middle schools of an area and its associated senior high school.

There is a danger of complacency, more than of simply the danger of over-enthusiasm. My worry is that the Bullock emphasis on such a language policy is being taken too literally, and that the teaching of reading is being treated as a separate activity, rather than as a central part of the curriculum. The danger is that the language policy is being built on a narrow base of a language policy. The result is that the focus of too many of the masks-one policies—are many reasons for this, one being the immense skill and success of the Schools Council's work in the vertical curriculum team, with its slim and practical publications. Another is that often the initiative for a school's language policy has come from English teachers—not surpris-

ingly, if by a miracle of tact and energy an English teacher in a secondary school gets the staff to agree to set up a policy, it can then suffer from the lack of knowledge in most secondary and middle-school English departments of reading outside literature. Most of us teachers of English who had a university Lit Crit course are badly read in reading, and therefore it is the rare English department that can act as the focal point for a whole-school reading policy.

The most startling gap in the teaching of reading today is the teaching of the almost total failure to even try to teach non-narrative prose. Most of the independent learning which we hope to encourage in our pupils depends on the pupils' ability to read for meaning, to follow the argument of non-narrative prose. Once beyond mere word recognition, the skills of reading narrative and non-narrative are not the same. Vocabulary, sentence length (and thus structure), and organizational method are very different. We devote (successfully, I think) time to the parallel problems in narrative, discussing the effect of certain words, the atmosphere created by a particular descriptive phrase, even the aesthetic structure of the paragraph or whole work. Nothing serious is done for non-narrative, with most pupils throughout their years of schooling. It is possible to go through, say, five years of a comprehensive school without having one lesson in the reading of non-narrative, or without one teacher giving the kind of detailed attention to a non-narrative text that is given to literature. Thus the most useful tool for learning is left unsharpened.

Then there is an almost wilful refusal to help pupils with the necessary study skills that are necessary for the independent projects that we set increasingly. I regard this as an aspect of the teaching of reading. After all, the main point in teaching how to read a word and a sentence, if we do not also teach how to find the right book, judge its suitability, find what we want in it, and be able to read it. The structure often laid against teacher education in other aspects of reading could be made in an even stronger way over study skills. Many teachers are nearly as ignorant as their pupils about the library in their own schools. Very many so-called "investigatory assignments" are not teaching of the necessary skills and preparation, other



continued from opposite page

thought this country was clearly ahead of most others. (Though I must add that I may be biased as I am associated with some of this publishing.) Add to that the unique freedom of teachers in the United Kingdom to choose for themselves, and we have a very happy situation in the field of literature. American schools, for instance, have a much narrower range of fiction available, and the struggles of such groups as the feminists to get female writers read in high schools illustrates the kind of problems that we do not have.

On the other hand we have our gaps still. True, there is now much more suitable fiction for older hick readers, and maybe thanks to the P.E.S. awards, the general quality of information books has improved. But the third year secondary age remains difficult to purchase for, and there is very little non-fiction for the older backward reader. Problems of the balance of kinds of writers have been at least partly solved, and there is no need for pupils to read a constant stream of books to middle-class suburban or rural settings. (Indeed the opposite is true: in some schools a pupil meets hardly a story that is not about urban working-class life.) However, there are remarkably few writers and characters from overseas (as a result of the English literary tradition, which gave little or no space to works in translation), and there are very few black writers or black characters in the books read. Why, for instance, are so few of the impressive stories from the Caribbean read?

Arguably the worst provision is the standard subject textbooks in middle and secondary school. These have not been seen so far as what they in fact are: the major material for learning to read beyond the basic stages. Only recently have publishers started a methodical consideration of the language of important study. Hilbert's list was prepared that the pupils using the books would be able "to read". Even now I see little sign that it is realized that these books should be part of a reading programme, leading the pupil gradually into adult non-fiction reading. Teachers who have been alerted to the difficulties

of the text, meet the issue by avoiding the difficulties, rather than leading the pupils into the text. This is noticeable in the humanities, the sciences, and especially mathematics—the great reading subject one of our education.

On the one hand the provision of material has improved, with the growth of the school bookshop tradition, the extension of libraries and resource centres, and the greater use of topic books. On the other hand, shortage of money has hit schools just at a time when paper costs were no longer rising and publishing costs were levelling out. A greater proportion of a school's income is now spent on non-book materials (probably quite rightly), but these factors together mean that depleted stocks are not being built up as they need to.

The Bullock recommendation of a standing committee to look at book provision has not been followed up. In many schools the losses have increased, trusting faith in the worksheet has swept the classrooms (despite the fact that many are every bit as difficult to read as any textbook), and many pupils are not given books to go with their work.

Indeed some parents complain that their children have not a single school book to take home other than from English lessons. The ritual textbook issue has many faults, but it gave pupils more experience of reading for learning than many got now, and it allowed the conscientious pupil an opportunity to "read the chapter" to help himself understand the homework—an excellent lesson in reading.

The Bullock report specially praised the work done in literature, and clearly good work continues at all ages. However a number of people point sadly to the lack of an underlying theory of why we bring literature into the classroom or how it should take its place. Frank Whitehead's Children as Readers was an important Schools Council report on private reading, but, as he himself points out, nothing similar has been done for the text in the classroom. It is argued by others that some of the advances in the reading of literature of the fifties and early sixties have disappeared until the immediate pre-CSE year. Instead, lessons are dominated in some schools by the

vivid extract, dragged from context, and the pot-pourri of thematic bits. Teaching groups with a great range of abilities challenge the possibility of a shared experience with a long work, and so some classes have a habit of extra work after work. I don't find the situation quite as worrying as others—for it still seems that the imaginative response to literature is one of the strongest offerings a school has for its pupils, and one of the most popular.

Problems of examining literature remain, and we hardly seem to have tackled what we mean by response to literature and how, if at all, we can measure it. The huge expansion of CSE has led to the development of some methods: course work, that enviously vague term, has been extended; open-book examinations have become more widely used. The Schools Council have embarked on major studies of the organization of examinations, but no one has dared look at what we want to test and how that is best tested.

It is almost certain that the written examination form that we most often use, with its particular grouping of constraints (fixed time, equal length of question, largely analytic questions, no sources, questions seen only at the start of the examination), does not test response to literature as well as we should like. It is a pity that those who wish to uphold standards see the preservation of this mode of testing as vital to their arguments. Exactly the opposite point of view could be taken: if we want to raise standards we need more creative questions that concentrate more effectively on actual response to literature. John Dixon's project based at Bretton Hall ("English: 16-19"), should throw valuable light on this difficult question when it is completed.

The art of helping young people towards their potential as readers is not a pure art amenable to grand single-minded theories. It is the art of knowing the individual pupil, having a range of suitable material, establishing contexts for reading with a purpose; it means knowing when to give exercises and when to sit back. It also requires a little knowledge about a great number of fields. Despite the gaps in our work—



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All things to all men

Betty Root on reading kits

From a careful examination of at least 25 so-called reading kits it emerges that it is impossible to define, with any accuracy, what constitutes such a kit. Historically the desire to create structured reading programmes and to include all the necessary component parts in a portable box originated from the United States of America.

Some 15 years ago Science Research Associates introduced the first kits into the United Kingdom. There has been considerable growth since then. More than half of the kits available now have been developed in this country and the remainder have infiltrated from American publishers.

There is a great discrepancy in the kits there is certainly a greater discrepancy in the depth and extent of research undertaken to ensure that the final product is really valuable to teachers and children. Many teachers are justifiably suspicious of anything that can be regarded as a kit. Some are

nothing more than a motley collection of unsequenced material packaged into an eye-catching box.

However, it would be wrong to suppose that all reading kits have little to offer. My plea is that teachers should be aware of the unsuspected dangers.

Recently the Centre for the Teaching of Reading at the University of Reading evaluated the Peabody Language Kit. A lot of time was spent selecting matched groups of children in an inspection for the control and experimental group. At the end of the exercise, however, the most important conclusion reached was that the teacher using the Peabody Kit was intelligent, dedicated and imaginative. The greatest variable in any assessment of reading material has to be the teacher. And there is no way of controlling this.

Nevertheless if the improvement of the language in the children was due solely to the benefits of the Peabody Kit, the teacher herself reported that using this material had

opened her eyes considerably to many new ways of language enrichment. A well organized, well produced box of materials can mean worthwhile changes in the teachers' attitudes towards areas in the reading programme. This factor is most important in any evaluation of reading kits.

It appears that the kits, though not directly of great help in the children's learning may enable, in the way their content is structured, teachers to understand more of reading processes. I know of many instances where the use of the kit stimulated the teacher to improve on what the publisher has produced and share this development with other teachers.

Reading kits have two main purposes. The first is to help teachers plan a programme of work for individual children. It is never easy to ensure that children are working at their own level and adequately graded kits make it relatively easy to match the task to the child's ability. Educators with an inflexible aversion to all kits would do well to remember that the organization of teaching individuals is immensely time consuming. If acceptable programmes are available it seems sensible to make use of them.

Second, a reading kit can be a way of assembling various resources designed to develop a central theme. Of course teachers can also collect together relevant items and build up kits themselves, but it is not always easy to find good pictures, tapes or games which reinforce each other. Moreover, published resources can extend the work the teacher herself has developed.

Unfortunately reading kits are often purchased after insufficient examination. Many teachers are misled into thinking that there is a careful progression of work in the materials provided in the box, only to find that levels of difficulty are by no means accurately graded.

It is really wise, before spending considerable sums of money, to seek as many opinions as possible. The DES-funded evaluation project of the Centre for Teaching of Reading produces teachers' reports on a variety of reading material, includ-

ing some kits. This project has been funded for a further three years.

As well as reading the opinions of others it is important to examine kits in the light of one's own needs. The following information may offer guidelines. All the reading kits listed can be seen in the permanent exhibition at the Centre for the Teaching of Reading in the University of Reading (29 Eastern Avenue). The list is alphabetical.

IRA (American)
Holt Saunders Ltd £50.00 per box

Box cards and cassettes for individual learning of infirmities, organization, generalization and evaluation skills. These laboratories are relatively new to the United Kingdom.

Blackwell's Spelling Workshop
Blackwell £16.00

This is the only United Kingdom produced spelling kit which offers a systematic approach to spelling through colour coded cards, worksheets, test cards and answer cards. It is available in one box or six smaller boxes.

Checkers. Box of resources for the themes: Sport; Authority; Family Relationships
Evans £7.00 each

These three boxes of resources support a series of paperback books for slow learning teenagers. Each box contains a useful assortment of photographs, wallcharts, workcards and documents.

Concept 7-9
Holt Saunders Ltd £11.95

This material was developed by Schools Council and comes in four separate boxes:

- Listening with Understanding £8.36. Through tapes this unit improves comprehension and communication skills.
- Concept Building £14.00. Through activity books and picture cards children are helped to classify data.
- Communication £14.00. Children work with each other to increase oral skills.
- Dialect Kit £12.10. For West Indian children who have difficulties in writing standard English.

Developing Pre-reading Skills (American)
Holt Saunders £8.95

A box of 240 cards containing practical ideas for developing particular skills.

English Colour Code
Sennac Systems £60.00

A kit containing 30 cassettes, record cards, wipe-clean worksheets and manuals. To provide experience

in auditory-vocal practice in word building. Packaged in an elaborate executive typewriter case.

Flying Stars
Holmes McDougall £16.00

A number of activities, puzzles, games, posing boxes to help children learn to learn.

A follow-on kit 'Things I Like' is available (£5.45)

Goal (American)
Learning Development Aids £7.00

An impressive box of posters, puppets, picture cards and puzzles for young children's early language development.

Jinn's People
Holt Saunders £4.50 each

Excellent picture cards for language stimulation. Particularly suitable for use with mentally handicapped children but can also be used in nursery and infant classes.

Language Activities Kit (American)
Score Foreman £37.00

A comprehensive range of audio-visual materials for the five to six year-olds. Includes large picture cards, masks, card games and an informative teachers' manual which can be purchased separately (£2.00).

Language Centre 1 (five to seven years)
2 (five to 10 years)
Drake Educational £60.00 each

A reading laboratory-type kit which covers listening, speaking and reading and writing. Ten cassettes are included in the price.

Language Resource Pack
E. J. Arnold £11.95

Includes five background posters and two sheets of people and vehicles to be cut out for use with posters. Cassette with five tapes.

Learning to Listen (American)
Learning Development Aids £10.00

Another large package for use in primary and infant classes. Most of the material included could be selected together from other sources.

Men of the West
Good Reading Ltd £43.20

An unusual and stimulating programme which consists of a series of worksheets, story cards and cassette tapes suitable for project work with mixed age groups. Could also be used with older slow learners.

Peabody (American)
Distributors NEER
Level 1 £202.00 plus VAT.
Level 2 £102.00 plus VAT.
Level 3 £102.00 plus VAT.

Continued on next page

OXFORD educational

Storyhouse



David Jackson and Dennis Pepper

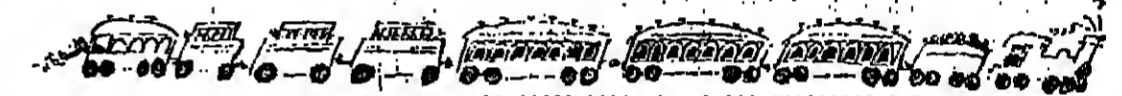
'If you have only the last of your allocation money, buy these. For here are editors who understand both the nature of narrative and the kind of material that turns children who can read into readers... The sources are as wide as the world, the choice better than any other anthology I know, and behind it all is the most painstaking editing you will ever pay for.' *The School Librarian*

These exciting anthologies of stories, jokes, and puzzles are designed for children from seven years upwards. They offer a range of new and familiar stories from many cultures which are really worth reading, and which will consolidate and give purpose to the exercise of reading skills.

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Oxford Junior Workbooks 1-4 1a 2a 3a 4a

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Harlow, Essex, CM19 5AY



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Steps to language

Owen Surrige

Merianne Parry has used the results of recent research about three to six-year-olds in a new series of language development materials, the first of which was published recently.

Her aim has been to help parents, child minders, playgroup helpers and nursery school teachers to prepare the ground for the kind of education that children will get at school.

Steps consists of four packs of booklets and games designed to encourage the development of perception, understanding, personal identity and family relationships, comparison and categorization, language, simple arithmetic and an introduction to reading. The last in the sequence introduces the idea of school and prompts observation of the world beyond the confines of home.

Steps 1 consists of six perception worksheets, books with split pages that allow matching of the various pieces, some of refined subtlety, to complete the pictures. In so doing children learn to observe, describe, label and make comparisons. A location book introduces such notions as 'over' and 'under', 'near' and 'far' and the concept of locomotion.

There are accompanying notes for parents and others; these have the advantage of brevity and simplicity in their explanations. They also offer ideas for reinforcing the points made by the materials, although the idea that it is all best used as a game is not sufficiently emphasized.

Steps 2 will appear in September. It will deal with the family and sequence in a dozen 16-page booklets. Steps 3 will be out some time next year; it will consist of the sets of picture cards that are used for various games, including matching, sorting and sequencing, in the style of Snap, Happy Families, rummy and pelmanism.

Steps 4 is expected early in 1978; this will include six picture books to stimulate curiosity and allay anxiety about such matters as the laundrette and the supermarket, safety at home and in the streets, new babies and the approach of school days.

Merianne Parry has tried to make the series classless and timeless. She has also built into it opportunities for the kind of questioning that prompts language in an attempt to stimulate interest in which such moments are rare.

Steps is published by E. J. Arnold and Son of Leeds; its first set is now available for an introductory price of £4. Later titles will probably cost around £5.30.

Among this week's contributors:

Roy Blatchford teaches English at Stockwell Manor Comprehensive School, London.

Anne Barnes teaches English at Holland Park School, London.

Woody Body is a peripatetic teacher of reading with the Avon Remedial Service.

Miss Hoffman is the author of *Reading, Writing and Relationships*.

Elizabeth Hughes is director of a new service designed to train in the teaching of reading at Avery Hill College, and is currently president of UKA.

Bridle Rabaob is area tutor for Avon Remedial Service and co-author of 'A Question of Reading'.

Betty Root is tutor in charge at the Centre for the Teaching of Reading, Reading University.

David Self is writing the scripts for a new series of 'Inside Pages' for School's Radio book programme.

Margaret Spencer teaches at the Institute of Education, University of London.

Unbirthday presents

Barbara Rigby

Humpty Dumpty Club, Rushden, Northamptonshire.
First pack 95p, subsequent packs £1.95.

Humpty Dumpty was an advocate of unbirthday presents, so his name is appropriate for a club sending out monthly activity packs to young children. The packs are part of a creative discovery programme aimed at preschool play activities. Each pack has a theme, such as the zoo, seasons, shopping and wheels. (Special bonus packs for birthday, Christmas and holidays are planned.)

These features are common to all packs. There is a monthly newsletter for parents with sensible general advice and hints on using the pack. There is a slim paperback book related to the month's theme. The books are attractively illustrated in colour but the text is always of high quality.

Each pack also has a set of dictionary cards. These have good, clear coloured pictures on one side, with accompanying flashcards for matching games. On the reverse there are line illustrations related to questions on shape, size, groups and so on. The sets of cards are graded 1 to 12, and the activities are designed to be progressive.

For the rest, the material varies from pack to pack, though there are usually at least four other activity sheets providing a variety of games to play. These things to make: jigsaws, board games, a calendar, finger puppets, from a box, atlantic, mobiles and pictures to colour - these are but a few of the things to do.

Many of the activities are valuable in themselves, not only help with learning but also help children with counting and joining. Shape recognition games help both maths and



PAIGE

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New wine in old bottles

Margaret Spencer reviews the Open University reading development course

Open University Reading Development. Block 1. Developing Fluent Reading. Prepared by L. John Chapman and Mary Z. Huffman with J. E. Morritt. Block 2. Developing Independence in Reading.

No publication on the teaching of reading has a bigger captive audience than the units of the Open University's reading development course. Together with the broadcast material these post-experience course books, intended for teachers on the job, must command the most concentrated in-service attention of any. In so far as they will affect the way thousands of children and adults are taught to read these are statements of importance and influence to be taken very seriously.

The original course, published in 1972, has been thoroughly revised and brought up to date in line with studies that have become current since then, especially the recommendations of the Bullock Report. A comparison of the new units with the old shows how, in the study of reading to stand still is to drop out. The bibliography in the new Block 1, for example, has 103 entries; in the corresponding units in the earlier publication there are 28. Cutting to the bone, the *Educational Objectives* (although his ghost is a constant presence in the organization of the texts themselves), and with it those curious little labelled drawings of the head. The two sets of books, in addition to the Bullock Report, were published in 1976. The recommended reading has now veered to Frank Smith and the psycholinguists.

It is a pretty radical change from the presentation of reading as a hierarchy of discrete skills to an emphasis on the process as "whole-task" learning. Where, one wonders, does that leave the students who were put through the hoops under the old dispensation? The eight units now published in these two volumes with their many "activities" for the teacher-learner would provide a fairly demanding refresher course.

The texts themselves present difficulties. By moving away from the notion that sequencing is the key

in success and insisting instead that "the arrangement and order of the activities are not intended to prescribe a teaching pattern or to suggest that any particular sequence of activities should be followed in teaching", the authors seem to be emphatic about details but confusing about the nature of the process they have undertaken in explaining. As the focus of each section moves from teacher to learner to child learner, the student following the course has to work hard to use and develop his own experience of reading, and to learn to look at the way a new learner sees the task.

The starting point of each unit is "what could be regarded as a reasonable level of achievement for a mature reader in the particular skills to be examined". This is sound, but the integration of the study of these particular skills into units called "primary skills", "intermediate skills", "higher order skills", "finding and using information", "narrative, literature and literacy", is the Open University order of studying reading, not the way in which any reader goes about learning what's in reading for him or her. To leave till last the most powerful reason for beginning at all seems curious.

As the units unwind, a number of language-related activities are suggested. Again it is absolutely right that reading should be seen in this general context, but as the mysteries of readability and close procedure in reading for him or her, the insight of the overall goal—to make reading a vital and enjoyable activity. It is good that the emphasis throughout is on what the fluent reader does, and the need in reading for him or her to take for himself, but both teacher and learner seem over-programmed in the minutiae of surface structures.

There is still a great deal of "doing reading exercises" however much the authors insist on goals and outcomes. The functional reading level is not to be confused with the level of a book of gardening hints. The literature unit is the best, with a good balance of understanding of what's available for children to make them into "real" readers, and an excellent interpretation of how children's writing

offers the productive equivalent of their perceptions. But the earlier emphasis on "skill" is not extended to reading narratives. There is no discussion of how children link chapters in a story, for instance, or learn to discriminate about characters, or how they "read" pictures. The implicit idea is still that good books are the reward for having learnt to read rather than the means by which successful reading is accomplished. Nowhere, in all these pages, is there a fully fledged idea of what a "good read" is like in an experience that confirms it as reading itself.

Over the years the Open University has developed its particular style of teaching and learning. In these pages the style is as its most characteristic. Although the print is clear, the margins generous, the pleached texts is the understanding of the kind of relationship between teacher and pupil that most promote reading as an activity. Detailed understanding of the "problem" reflected in detailed activities must take precedence over "the common sense" which enables thoughtful and kind parents to teach their own child to read. While it is agreed that "Detailed understanding of the problem" reflected in detailed activities must take precedence over "the common sense" which enables thoughtful and kind parents to teach their own child to read.

Some of the less successful features of the old Open University blocks persist—non precise definition of "goals" and "procedures"; over-programming and a bit of ossification, which will doubtless feature largely in chosen "sentences". The new units have been forced into the old blocks so that it is still difficult for someone following the course to do what it requires by the way, it is also to "respond to what the child is trying to do". The new enlightened "activity" is worthwhile if it is no more than a dummy reading. The collaborative nature of the text, leading to read needs to be emphasized even more.

Praise and un-praise

T. St George on Schools Radio programmes designed to encourage reading

As every writer—even of school reports—learns soon and fast, the vocabulary of un-praise is considerably richer than its reverse.

A rather more nourishing assignment than the one before me now would be to discuss, say, the criminal assault by television on such books as *Southern*, or the Laura Ingalls Wilder saga. Even *Hugo and Josephine* loses its essential virtue in the screen version, never mind how pretty the sets and the scenery. Sound radio, though, can be less important than the verse itself is the reader. I doubt if I am alone in thinking that some of the most frequently used professionals read intolerably, because they substitute yarning stresses for tempo, pace and shape. Poetry may be heard with the bowels: it should not be read from that region.

The one prose narrative offered me for listening was *Autopilot Singer*: it was dramatized, true, but only within the terms of the book itself. And since it is a book that depends on hints and dialogue (the version worked well enough, I was properly held by the crises and the enigmas).

Silly, listening itself is a skill, and a highly selective one. We hear what we wish (or need, or are attuned) to hear. In the recently published *The Wild Boy of Aveyron*—an enormously valuable study for anyone concerned with any aspect of human behaviour—we find that the word-mum reading to two boys from a book in a reading scheme?

Some of the less successful features of the old Open University blocks persist—non precise definition of "goals" and "procedures"; over-programming and a bit of ossification, which will doubtless feature largely in chosen "sentences". The new units have been forced into the old blocks so that it is still difficult for someone following the course to do what it requires by the way, it is also to "respond to what the child is trying to do". The new enlightened "activity" is worthwhile if it is no more than a dummy reading. The collaborative nature of the text, leading to read needs to be emphasized even more.

A good deal of poetry is used in these programmes, often to illustrate history, or some particular theme. (I note that Seamus Heaney has taken *Explorations*, Peter Porter's *Understanding*, Ian Stallworthy's *The Future*—you see the areas.) On I perceive as well that there is much less fear of untraditional writing and formal metres than we have seen for a while?

Even *Himelwut* itself has been on the year's menu. Of course, no less important than the verse itself is the reader. I doubt if I am alone in thinking that some of the most frequently used professionals read intolerably, because they substitute yarning stresses for tempo, pace and shape. Poetry may be heard with the bowels: it should not be read from that region.

The main hearing in my list was of four poetry programmes, the personal choice of invited contributors. The Department chose their clusters with some glibly; they were to be known and favoured names, and should have a taste for poetry. They were to have in mind an audience of 14 upwards to 16. Out of this thinking came the four names Roy Hudd, Dorothy Tutin, Brian Redhead and Russell Harty.

A nervous teacher would take least risks with Hudd—the only one of the four, by the way, whose programme would be equally apt for restless juniors, 11-minutes. Marc Oppenheimer's *Poetry* (Hudd declares) must rhyme and must be funny. *Ston Holloway*, "Albert and the Lion"; Spike Milligan. It includes the musical lyric; thus, Coward sings "Mad dogs and Englishmen"; the Beatles sing "Maxwell Edison"; Hudd sings "If It Wasn't for the Raines in Between".

Brian Redhead, divertingly opened with Husman's "Yonder see the Morning Blak".

Two pieces though were not far enough. Did not Emerson once observe: "A foolish consistency is the hobgoblin of little minds"? One was a worthy airman's poem—I missed the author's name. The other, "Little Guttersnipe" was a Victorian piece about a slim child's day in the country.

This I am glad to say, Hudd delivered straight; like so many similar ballads it was a true piece of documentary. The weakest item, I would say, was Carroll's "Old Father William", whose jokes had a long-dead ring, or, third, it is hard to say why. Perhaps the forgotten original of Carroll's quib would make a change—"Tis the Volca of the Sinner" has an interest today that is not in the latter version.

Tutin's choice, by contrast, was the most ambitious, indulgent, poignant, disturbing in that special sensual way of poetry—and presented the most reading and listening problems. Most of the poems would have gained by a note of context. Julian M. and A. G. Rochelle, for instance, Clark's dark cry "I Am"; Chénick Tchikine's "Elegy Before Execution"; even the Dirge from *Cymbeline*.

She approached this sometimes, but usually about her own response, not about the making of the poem. Yet how hard it is to read aloud Clark's great asylum poems—or Tennyson's "The Stanzas of the Sea"—marvellous though it always is on the page. Some unfamiliar pieces were a bonus: Dom Moraes's "Slyness"; John Ryanc's "Will She Return, My Lady?" and a private verse called "I Will Make You Better Yesterday". The one wrong item was "Business Girls" which is sick Beethoven and boring at that. Why this of all Beethoven?

Brian Redhead, divertingly opened with Husman's "Yonder see the Morning Blak".

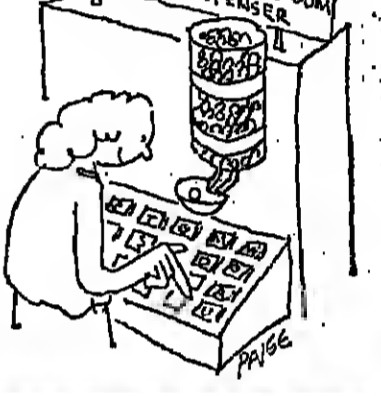
His best effect, I would say was with Chaucer: a chunk of *Prologue* read both in good guarded Middle English, then in polished Modern (Coghlin); with Herbert, too, who always works; his absolute technique delivering with unflinching impact the intimate surprise of the metaphor. Nor would I complain, as a listener, of Noyes's *Highwayman*—itself an expert essay in technique.

This in its turn was attractively countered by a reflective piece of Eliot (from "Burnt Norton") and Stephen Spender's "I Think Continually". Oldy, where the Redhead programme lagged a bit was in the reading of Keats's *Nightingale*. Too rich? Too intricate? Too private? Why is it harder to listen to this great seminal poem than it is to say, Thyrstis, about the same shape and length? But the Keats charisma needs exploring in other fields than this.

But the Shakespeare sonnet (94) was not obvious (though we all start early in liking the sharp line), nor really is Donne's "The Flea". Wordsworth, perhaps surprisingly, rarely loses by being read aloud. "The Prelude" in particular never fails, dip in it where you will. Harty's dip was the skating passage: "every icy croc tinkled like iron." His moderns took

in MacNeice, MacBain, McCaugh, Charles Causley's "My Friend Mainey" could not fail to please with the quick sensual thud of its rhyme, nor, indeed, Alan Brown-John's "Office Party". Perhaps that is the classroom bit of the lot. But the end was near as well—Stevie Smith's "Emily Writes Such a Good Letter". Two cheers, three cheers, sometimes four for these programmes. Lord enough as it is to track down Schools these days on their hidden wavelenght, I would gladly hear more of them.

One programme *Some Beasts and a Bird*, based on D. H. Lawrence's animal poems, recorded the children's comments—they must have been 10 and under. "The tortoise is different from the kangaroo," said one, "because he goes out and learns everything for himself. No one teaches him, he just goes out and learns for himself." True? False? a good debating point.



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Mary Hoffman reviews some recent sets of readers

Bridge Books. By Graham and Jennifer Upton. Cambridge University Press 45p each.

Longman's Structural Readers. Longman Group Ltd. Headlines. Edited by John L. Foster. Edward Arnold 75p each.

Worwell Books. By Kathleen Brennan. The Grail 40p each. Brill Centre, 1066 London Road, Alverstoke, Dorset.

Read Your Way Books. By Cliff Moon and Bridis Kaban. Cassell £175 each set.

mother, the one who has the small flat, shows her in an apron, doing the housework, even during breakfast. Only one other female appears, briefly in book six. If those dull, stereotyped books no bridges, there are no attractions to cross over to the other side.

Longman's Structural Readers are aimed at a different audience—students of English as a second language—and also use controlled vocabularies and structures in a series of six stages. The titles in this book are all fiction and, like Longman's *Sprinkles* series of postcard classics, bear no indication on the covers that they are grafted from their originals. The choice of authors is capricious. It would be hard to think of more idiosyncratic stylistic than Forster and Scott Fitzgerald, yet *A Passage to India* appears at stage six, "abridged and amplified," and *The Diamond as Big as the Ritz*, "simplified and abridged", at stage five.

The misnomer of Forster's India is cleared away to reveal an almost incomprehensible bald little tale of sentimental excess. And some of the simplicities seem just willful. Why does Mrs Moore's weep—"broom down"—become a "black-and-yellow insect" or, stranger still, "His heron did rear" get changed to "his horse reared" and "his back legs"? Scott Fitzgerald robbed of the purple passages and mocking dialogue is like gin without the tonic—all fizz gone.

Plot-based books, insofar as they exist, fare rather better. John Christopher's science fiction trilogy about the "Trips" spans three stages in the series and provides enough excitement of the technological and totemic variety to tempt readers through the increasing verbal difficulties.

In their unambitious way, *Heartlines* might be more of an incentive for unmotivated readers. Thus-

trotted with line drawings and photographs (and, incidentally, looking not unlike some adult paperback) long that look like stories of people who have done daring things to be rescued in terrifying circumstances. *Daredevil*, featuring a Knüvel, Houdini and others, is a book of thrillers and spooks and *Surviving the Sea* is a pleasantly spine-chilling. There is a strange low level of Readers Digest, but this is better than no flavour at all.

The Grail publishing venture ought to have an authentic tone since it produces materials in a didactic literacy style. Disappointing that their series of *Warwell Books* is so ordinary. It does not contrive the forms of spoken language but the stories have no pace or climax. Contrary to its promotion materials' claims, *Kan and his mother* are cardboard characters and the illustrations, by what Kathleen Birman, are amateurish and scrappy.

Par horror produced, not surprisingly, are Cassell's *Read Your Way* books. Instructional guides intended to provide stimulating material for teachers and older children. There are two series in four step-by-step recipes each with a do-it-yourself job, each with an etage of the task marked in colour photographs. Texts are very clearly printed and laid out, and by Cliff Moon and Bridis Kaban, whose earlier practical settings are well known and used by reading teachers. The ingenious idea is that, if the reader is already a skilled cook or house-keeper, the pictures will act as a memory jogger to the instructions while the interesting stories and photographs for support. The finished products in the books look more tempting than the objects, which have a murky, lifeless quality. It is not clear how about this much needed series.

Fabulous fiction

Roy Blatchford

Joan Tate. 50p.
Joan Tate. 40p. Cassette £3.50.
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his ear for the punch line that hangs long after the book has been laid aside, are more in evidence in the four chilling and superbly observed vignettes in *Save The Last Dance For Me*. The title story is essentially an adolescent encounter with dialogue to match, but Valentine Dyal's cassette reading is hopelessly off target.

"When the gods wish to punish us, they answer our prayers" is the moral of "The Outside Chance", a macabre sketch with which Mr Dyal fares little better. There is a strange uncertainty in his tale of the "Through A Glass Darkly".

Langman have better fitted tale and teller with Jill Selwyn's accomplished readings from *The Robe of Blood*, a collection of eight Greek legends, five of which are on the cassette. "To the gods man are like tiny, fragile units... when a man steps on an ant, he thinks nothing of it. For the ant-ahilivian" is the title piece is serious stuff and Miss Selwyn reads with a measured and without air. "Love in a Mirror" is the story of Narcissus portrayed in an enchantingly seductive voice; "How Thunderstorms Begin" (Apolonia, Ares and Hephaistos in and out of love), "Swollen Foot" (the Oedipus curse), and "The Good People" (Zeus's and Hermes's walkabout among the people of Phrygia) are marvelously lively recitations of subjects which are often wrongly dismissed as too difficult for the less able.

"Knockouts" are ideal for poorer readers in the 11-14 age range, and the cassettes, where interestingly interpreted, are a useful addition. As a development to the series and to enliven the dull recordings mentioned, Longman might look more to a production based on a text rather than a straight reading. The addition of music, sound effects, perhaps using a group of readers would be welcomed by teachers anxious to make literature lively for the reluctant pupil.

Three ps: planning, preparation, practice

Veronica Finch

The First Reading and Writing Book. £1.95.
The First Reading and Writing Pack. £3.95.
Hincemann and Sheppard-Walwyn.

teachers who followed a planned programme.

Margaret Lunn is of the "think, plan and teach" school. She respects the child and his thinking reading and writing, simplifying intermediate stages, supervising practice, encouraging transfer of learning. All this is in her book. But who is it written for?

It is said to be addressed to parents and teachers. Sentences printed in bold type are "what to say to the child... to make lessons meaningful, and interesting". For example: "when we read a book we always start on the page at the beginning of the book"; "this on page 6".

According to the author: "For individual teaching, or very small groups, the pages in the book will be sufficient for demonstration." Apparently the book is also to be used for reading. Yet different types are shown.

Some care is taken to prevent reversals and inversions. However, it is advised that if b and d, after being taught separately to avoid confusion, are confused, then a special lesson be arranged presenting them both together. The value of praise and need to establish confidence is emphasized.

The author's didactic approach spills over to insist on the estab-

lishment of the habit of homework as early as possible. Environmental concern requires the room used to be "tidy and uncluttered". In the classroom "should be simple, light and comfortably taken in at a glance. This makes it easier for a child to see and hear essential instructions. One or two pictures of fine quality and some fresh flowers or leaves help keep the feeling in a room light."

The "large" clear charts demonstrating number, colour and the days of the week, referred to in the illustrations given at the end of the book "The size of the posters (22in by 17in) and the one-inch high letters may not be quite suitable for classroom use. Many reception class teachers may also prefer their own style of promoting colour recognition and number books."

In the pack are an individual word dictionary and a practice book. The dictionary will not be new to teachers who try to develop children's self reliance, giving a grounding in useful spelling strategies. The practice book teaches a letter on each page.

The making of the letter is practised in stages, examples of words including the letter follow for copying. This reflects the message of the author, that success is the product of planning, preparation and practice.

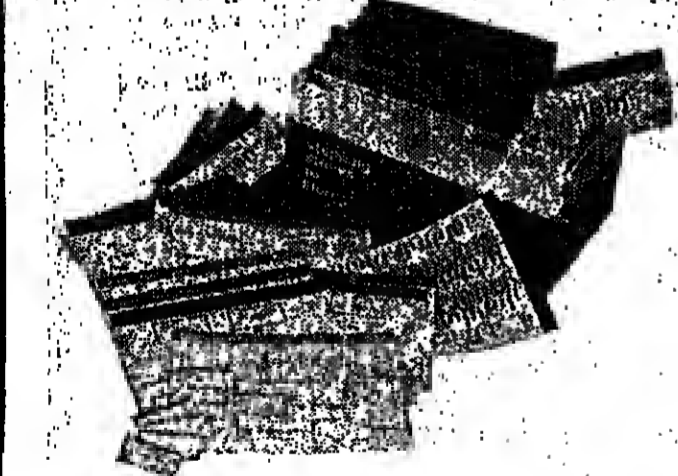
Is a child with dyslexia "hard of hearing" or "learning-disabled"? The errors of reversing and transposing letter units, adding or dropping of phonemes or syllables, confusing similar letter sounds and being unable to blend and analyze word parts—all of them symptoms of dyslexia—are discussed in Joanna Williams's chapter "Perceptual and Cognitive Strategies" in *Forward Psychology of Reading*, edited by Arthur S. Raber and Don L. Scarborough (Lawrence Erlbaum/John Wiley £13.50, 470 99010 4).

This collection of essays from the proceedings of the CUNY conferences are findings from laboratory research and teaching experience.

Elizabeth Goodacre

education is our concern

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Smudge and Chequipp. By Paul Groves and Nigel Grimshaw. Edward Arnold 85p. 7131 0090 7.

Assignments in Punctuation and Spelling. By Eric Willmott. Edward Arnold £1.95. 7131 0101 6.

Armed with these six workbooks, an English teacher could march into any age or ability range and be prepared for battle. Syllabuses may change, methods of assessment alter, techniques are updated, but for many teachers of English there is no substitute for the lesson or two, a week of dogged grammar and spelling work. John Smith's three slim-line editions, combining traditional exercises with tests of general knowledge, games, puzzles and activities, and can provide a purposeful opening session in an hour's language work with the 11-14 age group.

ing and using Dewey alternatives and reference books. The first sections are a splendid introduction to the history of the English language which leads themselves to extended projects.

The success of the above volumes lies in their sensible and clear layout, a prerequisite for the often confusing area of basic language skills. Although Eric Willmott's *Assignments in Punctuation and Spelling* is intended for those preparing for external examinations, clarity in instructions is still vital. Inevitably it is bogged down in the unattractive rules and regulations of English spelling, and aids to learning become confused amidst the welter of word lists. None the less, two chapters on punctuation and five on spelling provide a substantial diet, and the comprehensive checklist of all words appearing in the book is a feature that those who are revising will warmly welcome.

R. B.



One of the many illustrations from "The Little Green Donkey" by Fred Archer, published by Macmillan Caribbean, 60p.

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Motivation in Education

edited by Samuel Boll 0.12.077450.X
April 1977, 208pp., £8.85/\$12.50

This book presents a conceptualization of various aspects of motivation as they relate to education. At least defining the concept of motivation and determining how motives are learned, the contributors concentrate on six specific motives: interest, achievement, motivation and attitudes. Each author discusses a single motive with respect to the following criteria: definition and conceptualization, measurement considerations, educationally relevant correlates, growth and development of the motive, and finally, educational implications.

A Technology of Reading and Writing

Volume 2
Criterion-Referenced Tests for Reading and Writing
Judith M. Smith and Donald E. P. Smith 0.12.651702.9
April 1977, 296pp., £8.85/\$12.50

In its entirety, this remarkable work provides a complete picture of how children learn to read and write, from the viewpoint of behavioural engineering. Volume 2 presents both a testing system for children and a source book for teachers. It gives methods for room, school and system-wide application of the tests as well as a method for evaluating instructional material and examples of its use. There are discussions of theoretical issues, a rationale for each test series and an administration manual.

Volume 3 The Adaptive Classroom

Donald E. P. Smith 0.12.661703.7
June 1977, 336pp., \$10.30/\$14.50

Using a developmental model, this book provides a complete picture of a textbook on methods of teaching. It trains them to develop an adaptive classroom system, and shows them how to use criterion and feedback measures such as charts and graphs along with several techniques including total, basal reader, individualized and computerized instruction.

Playfulness

Its Relationship to Imagination and Creativity
J. Nina Lieberman 0.12.449450.1
May 1977, 192pp., £8.50/\$12.00

Playfulness—how we play as opposed to why we play—is a clue to cognitive style, and goes beyond the childhood years to affect as a personality trait in adolescents and adults. The book develops the concept of playfulness, tests instruments to identify and measure it, and explores the connections between playfulness as a prosocial behaviour, and imagination and creativity at all age levels.

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Games for anything

Bridie Raban and Wendy Body

It has been suggested that much of education can be described as a dual activity: skill-getting and skill-using. This description has also been applied to the process of learning to read.

Some teachers may find this too harsh a reduction of their aims and objectives, especially those concerned with imparting a love of books and stories. Nevertheless, skills do need to be acquired and practised throughout a child's reading development.

We would suggest that skills are not taught in books. Books should be for enjoyment rather than test and endurance. A child's best experience of them should be a positive one. Of course, this implies that the books available to the children contain worthwhile stories and that the level of reading difficulty of any book matches the reading ability of each child.

Having established these principles, we are still faced with the skill-getting and skill-using aspects of the reading programme. Non-book resources can best fulfil this purpose, although book reading can obviously help the child to get and use skills. This should be happening whenever and wherever a child reads.

Reading games and non-reading-related activities are an absorbing and interesting way of acquiring and consolidating skills. One of the most important aspects of reading games is that the teacher designs or selects them with a particular teaching purpose while children, of course, simply want to win the game.

Using published games with older children can present two problems. First, the type of game, its teaching or practice content and above all the graphic presentation, may not be acceptable to them. Second, the games may already have been seen in the primary school. They will often be dismissed as childish, even though the content is appropriate for the pupils' level of attainment. Inevitably, reading games for older pupils must be made up ad hoc to ensure suitable appearance.

One game which we have found helpful in teaching the reading demands of a specialist vocabulary is 'The Mail Scientist Game'. Each player signs a circular card, scientists attached to a mural by a paper fastener. When the pointing hand stops at a pile of cards, the player checks the word on the card, reads with the picture on the back and retains the card. The winner is the player with the most cards after the board has been cleared.

'Jaws' is a successful practice game which can be adapted to a variety of words with different sets of cards. Each player has a set of six, made of folded card and a cut-out swimmer to move along the waves. One player is Jaws, the shark. Each player draws from a central pack of cards questions demanding a 'yes' or 'no' answer.

Many published games are of little value in busy classrooms because they demand adult supervision, so teachers need to ensure that the materials fulfil their described function. For example, in games to consolidate the perception of initial letters, it is wrong to illustrate the letter 'g' with a picture of a grocer, as in one of the 'Mail Scientist Games'. It would have been better to use an example such as 'gate' where the initial consonant is not modified by a second, and where there is least ambiguity in the picture.

It is always wise to check on such important details, since many of the published and beautifully produced materials can be misleading in their purposes. For instance, if children already know the words used in the games, they can only be used for practice and are unsuitable for the acquisition of fresh skills.

The ideal solution is to make all the apparatus yourself, but this is obviously impractical for the busy teacher or those with limited artistic and imaginative skills. The most valuable apparatus is that designed for error-free learning. This can be achieved by using self-correction devices.

When word cards are used in a game, for example, picture-cards can be given on the back, although care must be taken to choose pictures that are not ambiguous. It is always a good idea to go through picture-word cards with the children beforehand. This idea is explored more fully in A Framework for Reading, by Dean and Nichols (Evans), which also suggests ways of ensuring that the child attends to the appropriate learning demands of the task rather than resorting to low-level strategies such as simply matching pictures.

Flexibility of purpose may be achieved by collecting different base-boards which do not have a predetermined use. There are many suitable games, such as 'Score a Goal' (Good and Beautiful), 'Time for Games' (Ginn), a box with five Multi-purpose base-boards which use children's existing knowledge of such board games as snuggles and crosses and snakes and ladders. E. J. Arnold is planning some new games which may be worth looking at.

Published games for older pupils include: Think! (Phonic Crosswords (Good and Beautiful), paperback books of words and haikus (Good and Beautiful), Reading Games (Harper), Waddingtons in Leeds sell playing cards with which you can make card games. Rummikub, for example, can simulate a non-competitive, pupils will play games even the most restless.

If many observers of such activities consider them too busy than occupational activities to keep the children busy with teacher attends to individual, then we must make every effort to make such activities more purposeful. Activities which are not purposeful activities, their own right which do not lead to skill-getting and using.

This implies that reading must be selected with just as much care as books and that it is not arbitrary, but planned and developed as an integral part of the learning process.

References:
Word Games for the Teaching of Reading by Nicholson and Williams. Pitman Educational Library.
Beginning Reading and Reading with Phonics by Hughes.
Evans Education in Action Series Games to Develop Reading Skills by McNicholas and McEntee.
NARE, 4 Old Craft Road, Waltham, Herts.
Preparing Reading Materials by Maguire.
NARE, Helping Your Child to Read by Nichols. Centre for the Teaching of Reading, 29 Eastern Avenue, Reading, Berks. 50p plus postage.

Do it yourself

Roy Blatchford on workcards for reading

Teachers in voluntary organizations, the army and prison service have been coping with illiteracy for many years longer than it has been the concern of a Government agency. Not least of the dilemmas faced has been the total lack of suitable books, a situation which Collins and Cassell have begun to remedy with a flood of materials, some indifferent, many remarkably successful.

At the very early stages teachers will rely heavily on their own inventiveness to produce home-made aids, or on the right motivation of the adult who does not feel his self-respect undermined by dress, Jane and John from a reading age of six to eight Cassell's Disco books can happily take up the story. Joan Tate has suggested as a most enjoyable activity for children to make their own word cards. The materials are simple and the language development is distinct and in paragraphs, cut-out, and the many exercises can be used in a variety of ways. Most interestingly the student will effort at supplying the missing words in his own answer sheet. This appears to be a very good method of encouraging the child to think about the words and, upon completion, the teacher will be able to check the work more completely. The materials are more complete, checklists and sentences rather than phrases and words.

There are four workcards on the title offering a predictable range of tasks: placing words in alphabetical order, preparing sentences, filling in missing words, writing a short story. The materials are well presented, labelled and easy to apply. The materials are well presented, labelled and easy to apply. The materials are well presented, labelled and easy to apply.

Story of six blind men

David Self

Problems. Edited by Gita, C. W. Peters, and N. Peters. Non-Wesley £11.20, 201 05513 9.

Blind men wanted to understand what an elephant was like. One felt its side and likened it to a wall, the second felt its tail and said it was like a spear. The third touched its trunk and thought it was a snake, while the fourth put his hand around a leg and pronounced it to be like a tree. The fifth came near its ear and said it was like a fan, and the last held of its tail and decided that the elephant was like a rope.

The last two paragraphs may perhaps give a wrong impression. Reading Problems is certainly an idealistic book but it is also a practical one. As the editors say in their preface: "We are idealists who are tuned to reality." Even the early theoretical chapters conclude with precise suggestions for classroom strategy.

After a survey of normal reading development, there is an assessment of the diversity of reading problems and their causes. (The editors warn that this chapter is not easy reading: "Be prepared for a good cognitive workout," they say. It is a timely warning.) Then a sociological, a psychological and a linguistic approach to reading development. A transitional chapter takes us into the classroom, and subsequent essays are on such topics as the diagnosis of reading problems, the role of the reading specialist, remedial work, the process of comprehension and adult education.

The final chapters on the use of the various media in the teaching of reading, the organization of a "reading program" and in-service training are chiefly applicable to those teaching in the United States, but it is only in these chapters that this American book seems at all irrelevant to a British situation. Some of the jargon and also some unexpected colloquialisms ("The classroom where it's at") may jar, but these do not justify any chauvinistic dismissal of the content. This is a liberally weighted book and an important one; it deserves study by all those especially concerned with the teaching of reading, its anecdotal descriptions of problems and "individual strategies" should be read by all those who think "some can read and some can't" and that's all there is to it", and indeed the whole book makes a fascinating read to anyone across the curriculum studies.

One contributor voices his fear that the book is not only all you ever wanted to know about reading problems, it is more than you ever wanted to know. I can see why he was anxious, but his worries were unnecessary; this may be a lengthy book, but it is a useful guide to the diagnosis of problems and their subsequent treatment.

Jack coming in the giant's house, from "Jack and the Beanstalk", a Read-it-Yourself (reading level 4) Ladybird book (24p). The story, based on the Key Words list, is by Frou Hania and the illustrations by Brian Price Thomas.

B for behaviour

Mary Hollman

through the stages of word-recognition and diagrams with labels such as "single-modality and cross-modality input-output signals in reading and writing." According to its lights, it is what it claims to be, a thorough task analysis.

But are these models and metaphors likely to attract and help class teachers in the primary school or subject teachers thereafter? If this approach is to gain converts in our classrooms it cannot be presented like the new Tables of the Law; it needs proponents who can interpret it into something more humane and organic. Either that or teachers of reading must become lab technicians.

It was quite a relief to find in the introduction to Aspects of Reading Acquisition that "Programming a machine to read is not the same as teaching a child who has a sociopsychological history that brings to the task."

This collection of symposia proceedings starts with neurology—a paper on alexia, the incapacity for reading caused by brain damage—but most of the contributions are from clinical or educational psychologists. There are more circuit diagrams, too, and a paper on hierarchical subunits which states dogmatically that easily confused letters should be learned simultaneously.

Professor S. Jay Samuels gives no consideration to the alternative view that such a letter as "b" should be well learned before another letter which is different only in orientation, such as "d" or "p" is introduced. Boris Entinista, believing that performance in any skill area is affected by "social variables", conducted research into children's expectations of what marks they would get for reading by school years. His preliminary results show that both black and white children of middle and working class are uniformly over-optimistic but all parents have lower expectations than their children. The "social" data breaks through the charts and tables to trouble the reader and challenge the "born to fail" school. What happens to those of the young hopefuls in the reception class who leave school 11 years later unable to read?

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Confidence to try again

Rosemary Hartill on television and radio's contribution to the adult literacy campaign

It is now just 21 months since the BBC launched its £800,000 contribution to the adult literacy campaign with its first national showing of the television series *On the Move*. Since then there has been widespread publicity and support not only through the BBC's own local radio stations but also through the commercial radio and television networks throughout the country. On the *Move* itself received the Royal Television Society Original Programme Award in 1976.

What have been the approaches of the broadcasting campaign? How successful have they been? What are the plans for this year? And how does the long-term future look now?

When the Adult Literacy Campaign began, out of an estimated 2 million illiterates (one in 28 of us) only 10,000 were being taught to read and write. Four months after the start of the BBC broadcast, the number in the United Kingdom had leapt to 55,000. The figures for this year have not yet been released, but the current estimate is between 80,000 and 90,000.

It is clear that the primary aim of the campaign — to encourage people with reading and writing difficulties to seek help — has achieved a nationwide response on a scale organizers have only dared to expect.

Perhaps the greatest tribute to the broadcasting part of the campaign is that for some people, at least, it has succeeded in breaking down barriers built up by years of deception, isolation and shame. Whereas anyone who cheerfully confessed to bad mathematics, how much harder it is to say you cannot read.

In many ways *On the Move* set the tone for the campaign. Instead of being schoolmasterly, its approach was relaxed and humorous, rather than worthy; inviting, rather than dully informative. When people sat at home thinking "Yes, but... Alf and Bert, the two removal men, voiced and discussed their anxieties and doubts. Interviews with people who were already learning to read showed that it was possible to do it, that illiteracy was not a deeply shameful thing to admit, that there were many other, sometimes very bright, people around who could help you not read the menu in the restaurant.

Your *Move*, the second television series, had a similar style, but contained more direct teaching. It was never intended for entertaining mass family viewing at peak-time after tea on Sunday as was *On the Move*, but for the non-reader who might appreciate a clearer and more explicit style and who might be hovering on the edge of joining a class.

Roddy's first contribution to the campaign was in a different area — desperately needed support for the training of volunteer tutors. In some boroughs, bottlenecks of students were building up, caused by staff shortages. The radio series *Teaching Adults to Read* reminded volunteers that adults could not be treated merely as group-pup children; and that the tutor should himself want to learn, making imaginative use of the material of everyday life — buses, signs, news paper headlines, advertisements — pushed through the letter-box, and so on.

A subsequent radio series, *Next Move*, was in the form of 20 five-minute readings which students could check back over, and which, together with the design and typeface size of the accompanying printed material.

Parallel with these series broadcast, the copy-record of *On the Move* provided opportunities for the scheme to be mentioned on mass-audience music programmes.

An early item in October 1975 on the *Jimmy Young Show* resulted in a flood of telephone calls on all 20 lines during five hours and into the next day.

Meanwhile, BBC local radio, long-time members in the literacy field, were making their own contributions — reports of national programmes, and so on. At Radio Stoke, Arthur Wood, an education broadcaster, presented 30 programmes over eight weeks in which he began to teach a volunteer student in need. The reading material he used was based on transcribed radio interviews with local Staffordshire people remembering the old days.

He and Amy, the student, would sit back to back in the studio, and after the story had been read aloud, would go over points together. The listener at home could follow by means of free pamphlets distributed via libraries and Reading Help Offices.

Perhaps the most interesting contributions of local commercial radio has been the quick-fire bursts of intensive advertising tried by some stations. In March 1976, Pennine Radio put out a fortnight's concentrated advertising in the form of about 10 60-second ads a day, supported by a series of more relaxed live studio interviews with people involved in the scheme.

During that fortnight more people in Bradford came forward to join the scheme than had appeared as a result of all the national and local publicity over the past six months. Similarly Capital Radio's Reading and Writing Week earlier this year, run on similar lines, produced in five days 337 calls from students and 347 from volunteers. Commercial television broadcasts of advertisements commissioned by the Department of Education and Science confirm yet again that recruitment patterns closely follow advertising intensity.

But over-familiarity can breed, if not contempt, then certainly boredom. Over the next year, the BBC plans to repeat both television programmes and to broadcast a new series of four 30-minute radio programmes to help tutors teach spelling. But, after that, the BBC's original three-year commitment comes to an end. What will be the broadcasters' role then?

In January, 1977, the BBC sent

Rattling good yarns

David Self searches for books that will woo the so-called reluctant reader

was another wet lunch hour. The English teacher stood in the school paperback bookshop wondering how much of his stock had knocked off this month and the book it was that was causing the suppressed laughter. Suddenly the door opened and in walked four AM's. Reluctant students, their dripping off his red raincoat.

"Hello, Tommo," said the teacher. "I thought you said you'd be in here."

"Yeah, well, it was 'nuit? What got then, books?"

After a cursory glance at the shelves and display cases, Tommo said dismissively, "Nothin' I want." The English teacher saw chance. He dived into a pile of board books and came up with a last of a bunch of soft paper books, left over from when he had thought it would be a good idea if his English set had responsibility of ordering new books.

"Here you are. You might like 'em."

And thus it was that the Reluctant Reader became a regular visitor to the Paperback Bookshop, and an enthusiastic reader.

So the story goes. Such an approach to the problem of the reluctant reader is neither guaranteed to be successful nor is it necessarily certain. Is it better that they should read anything rather than nothing? Is it good literally to ponder to basic interests in the hope of getting them to see at least some point in reading? These and other somewhat pertinent thoughts are prompted by the diversity of paperbacks now being provided specifically for the older reluctant reader.

I wonder, for example, which teachers will turn (possibly in despair?) to the Hutchinson Bull's Head books. A comparatively expensive (55p each for 128pp) book of simplified versions of classic stories by authors as Fleming and Goldfinger (simplified *Dr. No*), and *The Quiet Day* (adapted by Albert from the Dennis Wheatley of the same name) are both "good yarns" as they say. These are necessary or can be argued as necessary for any adult who has wanted to read would be sufficient way, and that the reader in the fifth form (aged 10-11) who has been cheered by a rather subliminal message in an emulsion of fantasy and reality. That said, though, well printed paperbacks like "proper" paper-

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Keeping the magic in reading

Henry Pluckrose reviews some books for infants

I still remember the days of early childhood when, rich in local authority money, I began to order stock for the primary school I was soon to open. Of course, some of the decisions were comparatively easy to make. Foothills size 4, paint brushes size 8, office equipment, exercise books, kitchen and sugar paper, several kinds of water play tubes and a Weidly House—such things as these were not difficult to select for every JM and I had them. Indeed the local advisory staff would probably notice had they not been included on this first stock demand.

But what about books? How do you choose from the vast range available which is suitable for giving five or six-year-olds—particularly if you are professional experts—four or five years of reading? This is not a question, incidentally, that I was a classroom teacher in the halcyon days when every seven-year-old had a reading age of eleven. Indeed, the reading age of eleven children I worked with when I worked in a school was quite a different vision of reading. For them reading had become something of a mystical rite, a rite that they felt they would never practice.

It was with certain misgivings that I began to make a selection of books for my new school. As I wandered around London bookshops and browsed through catalogues I grew, if anything, more insecure. Are there criteria, I wondered, that I could adopt to make my final choice more reasoned, less quibbling? My doubts were deepened when I met a young teacher, named a critical eye on my book lists, but who, when I asked her for advice, was more than a combination of experience and prejudice. I'm still not sure. (Looking back I think that her advice was based on a somewhat naive but in fact, legitimately applied simple guidelines, based upon a combination of experience and prejudice. The final selection of reading material was a disaster. It was really inspiring, but neither will it be utterly disastrous.)

A selection of books from a number of British publishers provides sufficient material to illustrate my approach to book buying, an approach which has been influenced by working alongside gifted infant teachers.

When four and five-year-olds enter school, the books that they find should be interesting and provocative. They should be colourful, not over-filled with words, easy to handle, attractive to display. Introductory readers should also be replaceable and, therefore, reasonably cheap. There's nothing more likely to dissuade a child from using books if every one else sees it tatty and falling apart. The *Super Butch* books by Martin Goss (Cassell) certainly meet all these requirements. They record the adventures of Butch, a somewhat lugubrious-looking brown mongrel. Butch progresses through five graded levels. The books in levels one (15p each) have no words—just pictures around which the child builds his own story. In one story, for example, Butch discovers a hedgehog. After following it across several pages, he cannot resist touching it and the book ends with the picture of rearing Butch (sadder and wiser no doubt) and a contented hedgehog.

Of course the *Super Butch* books are not the only ones regarded as mainstream readers. But they certainly give considerable support to children in those early impressionable days of schooling. For here are books that can be used and enjoyed by the most diffident child in the class.

I'm much less impressed by the *Supers* and *Butch* books (Harcourt, Kidlington). The publisher's suggestion on the dustcover that they are "an exciting new series of simple story books for children aged 3 to 6 which older children will enjoy reading on their own". The three children have lively adventures with Professor Much to be discovered and in the process learn things about the world. However, I found the text whimsical, a strange mixture of Joyce Grenfell and a BBC 2 travelogue. "There, shimmering high in the sky, was the spectrum of colour—red, orange, yellow, green, blue and indigo". Whereupon they follow some good sound effects about the spectrum and reflection. I suppose the publishers hope that these books will appeal to well-meaning parents who imagine that by introducing their son in the spectrum at five, they will help him to become something of an infant prodigy at five. Frankly I don't see these books appealing to children. They have a cramped format, the illustrations are uninspired and the size of the type face quite unsuitable for any but an accomplished reader.

So from textual sophistication, let us return to nonsense books, not because children prefer nonsense to facts but because the sound of odd words appeals to children and the mystery of written sounds is what reading is all about. Pickle, Pickle, Pickle (Addison Wesley) is about Peter who picks pickles and who was only stopped (from picking pickles) when the pickles popped and thereby produced a lake of pickle juice. How again we find all the necessary elements for a good nonsense—lively illustrations, a clear type face, an imaginative story line.

The three companion volumes (all 95p and 48p each) follow a similar pattern. I liked *My Shindoo and I and Twin Fish Sandwiches*, but found *Super Son* end the *Selva Garden* less successful. The latter is a story of a child who creates a salad garden only to have it vandalised by the local orchards. The "backies" come to a salutary end, but I wonder whether we really need to draw upon such a fatiguing and complex society to excite a child's thirst for reading. (All these stories are by Patty Wollcott.)

Dina-Kathelyn Tournour's criterion Caspar—who seems to me to encompass all that I do not like in children—comes from Burko (at £1.00 and 85p each book). But let him introduce himself: "Hello. My name is Caspar. I've just had a delicious lunch. Now I'm having a rest." No prizes are awarded for reading that Caspar comes from a computer land, that Mum is an avid reader of *Goodbye, Goodbye* that he has a sister called Sophie. But to be fair, lots of children will enjoy the language, the humour and the illustrations (all those children in fact who can see themselves in Caspar). There is a delightful *Greasy* which has a big nose. "He says it's to help him to smell his tobacco. I think it's to hold his glasses." Like Lillo Berg, of *Little Pete* fame, the creator of Caspar, Dina-Kathelyn Tournour is a keen observer of childhood. But do wish she would look beyond Caspar, Jason, Sophie and Pat for children to people her stories.

Sheila McCullagh, of course, is another writer who understands children. The *Cross the Old Man* (Longman Whizz, Bang series, 50p each) is an attractive and magical story for the young reader. The pages are full of words, and a child can read through it without too much adult help. Her books (like the *Pirate* series from E. Arnold) are successful both for the story content, the way that language is introduced, and the manner in which the basic skills of reading are developed.

Whizz-Bank have also published a new story by J. L. Carr which tells how a wild child in Essex, in the days of Charles II, was successful both for the story content, the way that language is introduced, and the manner in which the basic skills of reading are developed.

Magnus Mouse and *Edgar the Cat* (Macmillan) and *Edgar the Cat* (Macmillan) are two stories by Thomas Cole and Charles Cressley (Adam and Charles Black

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 Applications are invited from suitably qualified teachers for the post of Deputy Headteacher at the above school.
 Application forms are available on receipt of a stamped addressed envelope from the Director of Education, Education Office, Burry Port, Burry, Oxfordshire, OX9 2JL, to whom they should be returned by 29th July, 1977.
BURRY PORT C.E. BOYS' SCHOOL, (GROUP 3)
(UNIT TOTAL 226)
 Applications are invited from suitably qualified teachers for the post of Deputy Headteacher at the above school.
MORA C.P. JUNIOR SCHOOL, LLANELLI
 Applications are invited from experienced teachers with a knowledge of Welsh for the post of Headteacher at the above school.
COPPERWORKS INFANTS SCHOOL, LLANELLI
 Applications are invited from experienced teachers with a knowledge of Welsh for the post of Headteacher at the above school.
 Closing date 29th July, 1977.
 For further details or to obtain an application form, please contact the undersigned, to whom they should be returned by 29th July, 1977.
 Mrs. D. Thomas, Director of Education, Education Office, Burry Port, Burry, Oxfordshire, OX9 2JL.

SECUNDARY Domestic Subjects continued

Other Posts on Scale 2 and above

CHESHIRE EDUCATION COMMITTEE... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT... SALOERSTONE COMPREHENSIVE COMMUNITY SCHOOL

Head Teacher

Group 12 The poet of Head Teacher at this County Upper School for the 13 to 16 age-range will vacate in September...

OXFORDSHIRE COUNTY COUNCIL

Wheatley Park School, Holt, Oxford Roll 1110 Group II

Applications are invited for the Headship of this 11 to 16 age range comprehensive school, established in 1972...

Oxfordshire

WALSALL Metropolitan Borough Education Committee

Forest Comprehensive School, Hawbush Road, Lemmore, Walsall

Required for September 1977 Scale 1 teacher in Faculty of Basic Studies, Literacy, concern and understanding of the needs of pupils with learning difficulties required.

Frank P. Harrison Comprehensive School, Lemmore Lane, Lemmore, Walsall

Required for September 1977 Teacher (Scale 1) for French and German (Streets) School.

Queslet Road East, Streets, West Midlands Required for January at this fully developed mixed comprehensive school for pupils aged 13 years to 18 years...

KENT COUNTY EDUCATION COMMITTEE

Scale 1 Posts

BRENT London Borough of Brent... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Bromley

London Borough of Bromley... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Hampshire

London Borough of Havering... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Hillingdon

London Borough of Hillingdon... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Havering

London Borough of Havering... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Kent

Kent County Council... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Oxfordshire

Oxfordshire County Council... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Tameside

Metropolitan Borough of Tameside... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Economics

Other Posts on Scale 2 and above

Middlesex

London Borough of Middlesbrough... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Scale 1 Posts

BRENT London Borough of Brent... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

BRENT London Borough of Brent

Scale 1 Posts

London Borough of Brent... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Cornwall

London Borough of Cornwall... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Croydon

London Borough of Croydon... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Hampshire

London Borough of Hampshire... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Hampshire

London Borough of Hampshire... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Hereford and Worcester

London Borough of Hereford and Worcester... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

Hillingdon

London Borough of Hillingdon... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

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County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools

11-18 SCHOOLS

SCALE 1-MUSIC MANOR SCHOOL (Roll 891), Manor Lane, Hartlepool, Cleveland (Tel. Hartlepool 67018)

Required for September, 1977, a Teacher for MUSIC to 'A' level.

SCALE 1-PHYSICAL SCIENCE

HIGH TUNSTALL SCHOOL (Roll 1,174), Elwick Road, Hartlepool, Cleveland (Tel. Hartlepool 61448)

Required for September, 1977, a Teacher of PHYSICAL SCIENCES to 'O' level G.C.E. standard.

11-16 SCHOOLS

SCALE 1-TECHNICAL STUDIES LOFTUS ROSECRFT SCHOOL (Roll 788), Rosecroft Lane, Loftus, Selburn, Cleveland TS13 4PZ (Tel. Loftus 40893)

Required for September, 1977, a Teacher for TECHNICAL STUDIES (WOODWORK).

Financial assistance with household removal expenses is available in approved cases.

Further details and application forms are obtainable from the Head Teachers at the addresses shown above and should be returned to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, within 14 days of the appearance of this advertisement.

Applications by letter only will not be accepted.

VOLUNTARY AIDED SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

St. John Wall R.C. School, Oxhill Road, B21 2HK (Tel. St. John's 40893)

Required for September, 1977, a Teacher for TECHNICAL STUDIES (WOODWORK).

Financial assistance with household removal expenses is available in approved cases.

Further details and application forms are obtainable from the Head Teachers at the addresses shown above and should be returned to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, within 14 days of the appearance of this advertisement.

Applications by letter only will not be accepted.

BIRMINGHAM CITY COUNCIL

Scale 1 Posts

London Borough of Birmingham... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

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London Borough of Birmingham... ASSISTANT HEAD OF SCHOOL... ASSISTANT HEAD OF SCHOOL...

SECONDARY Scale 1 Posts continued

THAFFORD
THURFORD DEPARTMENT
DUNDEE DEPARTMENT

Appointments in Scotland

KILMACOLM
KILMACOLM SCHOOL
MATHEMATICS

LOTHIAN REGIONAL EDUCATION
WEST LOTHIAN DIVISION
TECHNICAL EDUCATION

Appointments in Scotland

KILMACOLM
KILMACOLM SCHOOL
MATHEMATICS

DORESET
SCHOOL OF HEARING
APPOINTMENT OF SENIOR TEACHER

Scale 1 Posts

BRISKSHIRE
DIYFOOT MANOR SCHOOL
TEACHER

Scale 1 Posts

BUREY
ECONOMICS TEACHER
REQUIREMENT OF SENIOR TEACHER

Scale 1 Posts

CHESHIRE
DELABRE FOREST SCHOOL
ASSISTANT RESIDENT TEACHER

Scale 1 Posts

CHESHIRE
BOGATION COMMITTEE
ASSISTANT TEACHER

Scale 1 Posts

DEVON
WYTHOYNE HOUSE
ASSISTANT TEACHER

Scale 1 Posts

DEVON
WYTHOYNE HOUSE
ASSISTANT TEACHER

WANDSWORTH
SCHOOL OF HEARING
APPOINTMENT OF SENIOR TEACHER

Scale 1 Posts

BRISKSHIRE
DIYFOOT MANOR SCHOOL
TEACHER

Scale 1 Posts

BUREY
ECONOMICS TEACHER
REQUIREMENT OF SENIOR TEACHER

Scale 1 Posts

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DELABRE FOREST SCHOOL
ASSISTANT RESIDENT TEACHER

Scale 1 Posts

CHESHIRE
BOGATION COMMITTEE
ASSISTANT TEACHER

Scale 1 Posts

DEVON
WYTHOYNE HOUSE
ASSISTANT TEACHER

Scale 1 Posts

DEVON
WYTHOYNE HOUSE
ASSISTANT TEACHER

Other Assistants

NOTTINGHAMSHIRE
SCHOOL OF HEARING
APPOINTMENT OF SENIOR TEACHER

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Other Assistants

NOTTINGHAMSHIRE
SCHOOL OF HEARING
APPOINTMENT OF SENIOR TEACHER

Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT
Special Schools
HIGH BIRCH SPECIAL E.S.N. (ALL AGE)

Special

Assistant teacher, Scale 1 (S) required. The post is for a teacher who is sympathetic to children with special needs...

Application forms are available on receipt of a completed stamped addressed envelope from the Chief Education Officer...

City of Manchester Education Committee

Unless otherwise stated all posts are available from September, 1977, and application forms, together with further particulars, are obtainable from the Head of the school...

SCALE 3

YEW TREE HIGH SCHOOL
Wyrthenshawe, Manchester M23 0DD
Required for January, 1977, a Teacher of English to succeed in the department...

SCALE 1

YEW TREE HIGH SCHOOL
Wyrthenshawe, Manchester M23 0DD
Required for term only, a Teacher of English to succeed in the department...

County of Cleveland

SPECIAL SCHOOL SCALE 1 POST + S.S.A.

Beverly School for the Deaf
Beverly Road, Middlebrough, Cleveland TS4 9LQ
(Tel. Wbro 85500)
Required for September, or as soon as possible, a qualified teacher to work with hearing impaired pupils...

County of Hampden

HEAD

Hampden House School is an independent recognized day and boarding school for girls from 11-18 years (approximately 120 pupils). The new Head should be capable of developing the School along modern educational lines...

County of Gloucestershire

Pastoral

GLoucestershire
GLoucestershire School
Headmaster
Required for September, or as soon as possible, a qualified teacher to work with hearing impaired pupils...

CHANNING SCHOOL

HIGHGATE, LONDON N6 5HF

Appointment of Head
1st September, 1978
The Governors invite applications for the post of Head which becomes vacant on the retirement of Miss J. M. Saunders, B.A. Channing is a Public Independent Day School of 380 girls aged 5-18 of whom 100 (S-9) are in the Junior School...

SAVE THE CHILDREN FUND A SOCIAL WORKER/ YOUTH WORKER

is required to take up a new post on 1 October 1977. The successful applicant will be responsible to the Project Director, and occasional assistance will be available.

THE KESTREL PROJECT, Cowgate, Newcastle upon Tyne INTERESTED IN A NEW VENTURE IN YOUTH WORK?

Cowgate is a large old council housing area about 2 miles from the city Centre with a large proportion of the population under 17 years. The Kestrel Project is a community based project aimed at developing work with children and young people in the area.

Youth and Community Service

NEWCASTLE upon Tyne... THE ASSISTANT YOUTH WORKER... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

KIMINGTON UPON THAMES

YOUTH AND COMMUNITY WORKER... £3,951 to £4,500 per annum... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

SOULHULL EDUCATION COMMITTEE

YOUTH AND COMMUNITY WORKER... £3,951 to £4,500 per annum... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

TRAFFORD

EDUCATION DEPARTMENT... FULL-TIME YOUTH LEADER... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LONDON, S.E.5

YOUTH CENTRE... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LIVERPOOL

LEIGHTON WITH PLAY COMPLEX... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Medway

£3,854-£4,128 plus supplements... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Small Heath School & Community Centre, Muntz Street, Birmingham

£3,450-£3,850 plus £212 and the supplement... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Newtown Community Centre, 37 Newtown Shopping Centre, Birmingham

£3,450-£3,850 plus £212 and the supplement... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

RESIDENTIAL SOCIAL WORKER

£2,607-£3,957 (bar at £3,282 for unqualified staff) + £312 supplement... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

TENNIS REGIONAL ASSESSMENT CENTRE AND COMMUNITY HOME SCHOOL

Are you interested in finding out what a child's TRAPS... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

NEWCASTLE upon Tyne... THE ASSISTANT YOUTH WORKER... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

NEWCASTLE upon Tyne... THE ASSISTANT YOUTH WORKER... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

SOULHULL EDUCATION COMMITTEE... YOUTH AND COMMUNITY WORKER... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

TRAFFORD... EDUCATION DEPARTMENT... FULL-TIME YOUTH LEADER... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LONDON, S.E.5... YOUTH CENTRE... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LIVERPOOL... LEIGHTON WITH PLAY COMPLEX... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Medway... £3,854-£4,128 plus supplements... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Small Heath School & Community Centre, Muntz Street, Birmingham... £3,450-£3,850 plus £212 and the supplement... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Newtown Community Centre, 37 Newtown Shopping Centre, Birmingham... £3,450-£3,850 plus £212 and the supplement... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Overseas Appointments

PIONEER MUSIC TEACHING IN FINLAND

Two Finnish Music Institutes... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

London Borough of Enfield Supervisors

£2,961-£3,450 (Non-resident) £2,859-£3,348 (Resident)... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

ST. WILLIAM'S COMMUNITY HOME SCHOOL

A TEACHER OF REMEDIAL SUBJECTS... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

coventry

King's Heath Youth Centre... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

English Teacher Required in Iran

Needed-Experienced young EFL teacher, knowledge of Persian (Farsi) an advantage... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

METHODIST LADIES' COLLEGE MELBOURNE, AUSTRALIA PRINCIPAL... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Teacher/Adviser for Community Education

Burnham Scale 4 or Senior Teacher... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LECTURERS IN ENGLISH MEDIA ASSISTANTS (SAUDI ARABIA)

Communications Skills in English Programme... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

DEPUTY DIRECTOR 2 HEADS OF COURSES

Graduates with Diploma or MA (TEFL) and a minimum of 5 years teaching... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

4 GROUP LEADERS

Graduates with Diploma or MA (TEFL) and a minimum of 5 years teaching... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

38 TUTOR/LECTURERS

Graduates with postgraduate qualification in TEFL and experience of or interest in teaching English... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

2 MEDIA ASSISTANTS

Each with experience or training in 2 of the following: graphic design, photography, educational TV studio work... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Assistant Tutor Warden

As soon as possible to share a large responsibility... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Tutor Warden

As soon as possible to share a large responsibility... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

METHODIST LADIES' COLLEGE MELBOURNE, AUSTRALIA PRINCIPAL... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Teacher/Adviser for Community Education

Burnham Scale 4 or Senior Teacher... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LECTURERS IN ENGLISH MEDIA ASSISTANTS (SAUDI ARABIA)

Communications Skills in English Programme... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

DEPUTY DIRECTOR 2 HEADS OF COURSES

Graduates with Diploma or MA (TEFL) and a minimum of 5 years teaching... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

4 GROUP LEADERS

Graduates with Diploma or MA (TEFL) and a minimum of 5 years teaching... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

38 TUTOR/LECTURERS

Graduates with postgraduate qualification in TEFL and experience of or interest in teaching English... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

2 MEDIA ASSISTANTS

Each with experience or training in 2 of the following: graphic design, photography, educational TV studio work... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Assistant Tutor Warden

As soon as possible to share a large responsibility... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Tutor Warden

As soon as possible to share a large responsibility... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

OVERSEAS TEACHING POSTS

SENIOR LECTURER IN ENGLISH (POLAND)

Department of English, University of Silesia, Sosnowiec... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

ADVISER IN ENGLISH (MALAWI)

Ministry of Education, Lilongwe... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LECTURERS IN ENGLISH MEDIA ASSISTANTS (SAUDI ARABIA)

Communications Skills in English Programme... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

DEPUTY DIRECTOR 2 HEADS OF COURSES

Graduates with Diploma or MA (TEFL) and a minimum of 5 years teaching... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

4 GROUP LEADERS

Graduates with Diploma or MA (TEFL) and a minimum of 5 years teaching... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

38 TUTOR/LECTURERS

Graduates with postgraduate qualification in TEFL and experience of or interest in teaching English... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

2 MEDIA ASSISTANTS

Each with experience or training in 2 of the following: graphic design, photography, educational TV studio work... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

TEACHER OF ENGLISH (YEMEN)

Al Thwra Secondary School, Taiz... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

TEACHER OF ENGLISH (IRAN)

Institute of Languages, Kerman... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

ENGINEER/SUPERVISOR (SPAIN)

The British Council Institute, Madrid... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

LECTURER IN ENGLISH LANGUAGE AND LITERATURE (JAPAN)

Osaka University... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

5 GCE TEACHERS (OMAN)

Teacher of English Language and Literature... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

SPECIALIST IN TESTS AND EXAMINATIONS (INDIA)

Regional Institute of English, South India, Bangalore... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

TEACHER OF ENGLISH (ITALY)

The British Council Institute, Naples... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

Return fares are paid. Local control is guaranteed with the British Council. Please write, briefly stating qualifications and length of appropriate experience, to: The British Council (Appointments), 68, Deodar Road, London SW11 3PH.

KENT County Council Education Committee

YOUTH AND COMMUNITY SERVICE WORKERS

Dover... £4,008-£4,624 plus Phase I and II supplements... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

(a) YOUTH AND COMMUNITY WORKER

Small Heath School & Community Centre, Muntz Street, Birmingham... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

(b) YOUTH AND COMMUNITY WORKER

Newtown Community Centre, 37 Newtown Shopping Centre, Birmingham... For application forms and details to Mr. G. Green, Project Director, Save the Children Fund "Cambridge Project", Overington House, Victoria Avenue, Cambridge (CB2 3RT).

BIRMINGHAM CITY COUNCIL

BIRMINGHAM CITY COUNCIL

BIRMINGHAM CITY COUNCIL

THE BRITISH COUNCIL

NEW ZEALAND Secondary Teachers

Applications are invited from well qualified teachers for appointment to New Zealand State Secondary Schools to commence on February 1, 1978, or soon after.

Teachers of:
Mathematics, Science, Accounting and Economics, Technical (Industrial Arts, Woodwork, Metalwork, Technical Drawing), Music, Art and Craft, Commercial Subjects (Shorthand, Typing, Business Studies), English.

Applicants must:
Be teacher trained
Hold an appropriate degree or qualification
Have recent teaching experience
Satisfy requirements for qualifications and experience.

Certificated Teachers
6A or 6SC (1st or 2nd Hons.)
2nd Year 4th Year 7th Year
Teaching Teaching Teaching
NZ\$7,687 NZ\$8,543 NZ\$10,621
UK£4,290 UK£4,841 UK£5,942

Trained Teachers Certificate Only
2nd Year 4th Year 7th Year
Teaching Teaching Teaching
NZ\$6,933 NZ\$8,543 NZ\$7,687
UK£3,984 UK£4,841 UK£4,280

Additional NZ\$386 cost of living allowance is payable on all salaries. (UK£1 equals NZ\$0.5595).

Good opportunities for promotion to positions of responsibility.

Limited number of appointees will be offered payment of loans and assistance with other expenses subject to completing a bond to teach in New Zealand State Schools for three years. Other appointees will be offered to teachers who are prepared to meet all costs incurred in travelling to New Zealand. No bond will be required in these cases.

All appointees must be able to meet the standard Immigration criteria governing permanent entry to New Zealand (age limit 45 years).

Selected applicants will be interviewed in London by a New Zealand Education Department Officer in August or September. Travelling expenses for interview will be paid.

For further information and application forms, please write as soon as possible to —

Education
c/o Chief Migration Officer,
New Zealand High Commission,
Haymarket,
LONDON SW1Y 4TQ.

Regional International School Eindhoven—the Netherlands

Applications are invited from fully qualified and experienced teachers for the position of

Deputy head teacher

of the above primary school from the 1st of January, 1978.

The responsibilities of the post will include the guidance and development of the work of the English speaking department of the school, numbering about 125 pupils.

The successful applicant would be expected to teach the upper junior levels of children; at present this is a group of less than 20 pupils with an age range of 11-12 years.

Salary would be at least comparable with the Barham Scale; other conditions (housing, transfer and removal costs, holiday allowance, etc.) will be discussed during the interview.

Please send complete curriculum vitae with references to Mr. L. P. Smit, Executive Secretary of the Board of Governors, Regional International School, Humpertdink-laan 4, Eindhoven, The Netherlands.

Teachers of English Saudi Arabia

Institute of Public Administration, Riyadh, Jeddah, Dammam

Candidates must be graduates with TEFL qualifications and experience.

Salary: SR36,000-SR60,000 p.a. tax free (SR20 = £1)

Benefits: Free Accommodation; tickets for wife and children One-year contract, renewable

Send curriculum vitae to: Director, English Language Program Institute of Public Administration P.O. Box 205, Riyadh

Saudi Arabia

OVERSEAS Appointments continued

U.A.E.
MARRAKH, COLLEGE in Marrakch, Morocco, is seeking applications for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

CHRISTIANIA ABOARD JAMAICA—JAMAICA—ZAMBIA
Applications are invited for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

AFRICA
TEACHERS for all subjects are invited to apply for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

ISRAEL
TEACHERS for all subjects are invited to apply for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

KENYA
TEACHERS for all subjects are invited to apply for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

ITALY
TEACHERS for all subjects are invited to apply for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

POST OFFICE TEACHERS
Applications are invited for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

QUALIFIED TEACHERS
Applications are invited for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

HEADMASTER
Applications are invited for the posts of: Headmaster, 1977. Due to the fact that the school is a boarding school, candidates should be prepared to live in the school. Applications should be sent to the Director of Education, P.O. Box 11, Jeddah, Saudi Arabia. Closing date: August 15, 1977.

Establishment Officer

INNER LONDON EDUCATION AUTHORITY

The Establishment Officer ranks as an Assistant Education Officer and is responsible for 40,000 non-teaching staff in 26 grades, mostly in schools and colleges. Close working arrangements exist with the Greater London Council on recruitment and other matters. First class administrative ability and capacity to maintain good personal and industrial relations with Staff and Trade Unions, Heads, Principals and Inspectors, essential. Academic or other suitable qualifications and experience in high level local authority administration desirable.

Salary: £9,403-£10,460 under review. (If future pay policies allow there will be a possibility of further progression to a super maximum of 10% above the job maximum in exceptional circumstances.)

Application forms and further information obtainable from the Education Officer (EO/Estab 2A1) Addington Street Annex, The County Hall, London SE1 7PB. Please enclose a stamped addressed footscap envelope. Forms to be returned by 5 August 1977.

Primary School Teacher Cameroun-West Africa

Male or Female

We are about to establish a primary school at Edoa in the Cameroun to initially accommodate 10 children of our British expatriate staff employed on the construction of a pulp mill.

The children's ages will range from 4-11 years and the first term commences in early October in close association with a local French expatriate company school.

A male or female teacher, preferably late 20s/early 30s is required to join the London project office in September to assist in the planning and organization before going to the Cameroun to run the school. He must be fluent in the French language and have extensive experience, preferably gained in small schools, of teaching children over the whole of the above age range.

The length of this assignment will be for approximately 18-24 months with a tax free salary, free accommodation, and of four gratuity, kit allowance and generous paid leave to the UK. Additionally, arrangements will be made to maintain superannuation benefits.

Please write giving brief details of age, qualifications and experience in the form of a C.V. to Personnel Manager, Costain International Limited (11 Westminster Bridge Road, London SE1 7UE.

COSTAIN INTERNATIONAL

CORNWALL Education Department

DEPUTY PRINCIPAL CAREERS OFFICER

£4,137 - £4,857 p.a. (AP.5/80.1)

Applicants for this post which is based at County Hall should have had experience in a senior position in the Careers Service.

Further details and an application form may be obtained from the Secretary for Education, County Hall, Truro, upon receipt of a stamped addressed envelope. Closing date for applications 31st July, 1977.

LANCASHIRE COUNTY COUNCIL Education Committee

Applications are invited for the following post:

ASSISTANT DISTRICT EDUCATION OFFICER

DISTRICT 12—BURNLEY

Salary Scale: P.O. 1 (1-5) £4,689-£5,250 plus annual salary supplements

Applicants should preferably have good administrative experience in the Education Service and hold an appropriate qualification.

The successful applicant will be required generally to act as Deputy to the District Education Officer and will be responsible for assisting with the organisation and day-to-day management of the District Office.

Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston PR1 8R, to whom they should be returned by July 28, 1977, quoting reference A462/10/JAG.

LANCASHIRE COUNTY COUNCIL Education Committee

Applications are invited for the following post:

DISTRICT EDUCATION OFFICER

DISTRICT 14 (ROSSENDALE)

Salary Scale: P.O. 2 (6-10) £6,729-£7,407 plus annual salary supplements

Applicants should be graduates who should have had experience in teaching and in educational administration.

District Education Officers have general responsibility for the detailed administration of the Education Service within each of 14 Districts.

Application forms and further particulars obtainable from Mr. C. O. Rainbow, Chief Education Officer, PO Box 61, County Hall, Preston PR1 8R, to whom they should be returned by July 28, 1977, quoting reference A472/10/JAG.

CAREERS OFFICER (Handicapped Specialist)

Post EA03
Salary APS, £3,825-£4,095 plus two supplements

Applications are invited from qualified and experienced Careers Officers for the post of Careers Officer (Handicapped Specialist) based at the County Education Office, Ipswich.

The successful applicant will undertake careers duties involving handicapped pupils and students. Generous replacement allowances are available.

Application forms and further details (for which a stamped addressed envelope is required) are obtainable from the County Education Officer, Education Department, Grimwade Street, Ipswich IP4 1LJ.

Suffolk County Council

BURSAR/STEWARD OLD SWINFORD HOSPITAL, STOURBRIDGE

Founded 1867. A secondary school with 230 boarders and 130 day boys

Applications invited by 1st August for above post to be taken up January relieving present Officer retiring on pension March 1978.

Applicants should be aged 30-45, well experienced in business administration and estate management and maintenance.

Commencing salary in £5,000/£5,750 range according to qualifications and experience. Accommodation available by negotiation.

Apply by letter to undersigned giving personal details, qualifications, experience and names of two referees. Interviews will be arranged during late September.

J. W. King, Messrs. Bannister & King, Solicitors
10 Foater Street, Stourbridge, West Midlands DY8 1EN

PARKS AND BATHS DEPARTMENT TRAINING OFFICER

(£4,239 - £4,545 + £312)

Applicants should hold an inter or final N.D.E. or equivalent, and have experience in amenity horticulture and possess instructional skills.

The person appointed will be required to carry out the training of manual staff in amenity horticulture.

Application forms and further details are available from the City Personnel Officer, City Hall, Cardiff, CF1 3ND (Tel: 31033, Ext: 430) and must be returned no later than 27th July, 1977.

City of Cardiff

MIDDLESBROUGH BOROUGH COUNCIL RECREATION AND AMENITIES DEPARTMENT

Supervisor

£2,983-£3,323

The North Ormesby Play Project requires a Supervisor to develop a leisure centre building in the centre of the town into an environment for children's play.

This is a unique and challenging experiment requiring someone who can show the necessary breadth of imagination and leadership to assume overall responsibility for the facility and develop its resources in association with the local community.

The successful applicant will have had previous experience in community arts or children's play and will probably be seeking to develop their own ideas in a situation calling for drive and initiative.

Further information and application forms are available from and should be returned to: The Chief Recreation and Amenities Officer, Middlesbrough Borough Council, P.O. Box 88, Zetland House, Zetland Road, Middlesbrough, Cleveland. (Tel. Middlesbrough 245432, ext 3835). Closing date: 28th July, 1977.

Metropolitan Borough of Trafford Education Department

Specialist Adviser (Science)

(£6,489-£7,113 + £501 supplement per annum)

Applications are invited from graduates teachers and other suitably qualified men and women who have a contribution to make to the development of science in primary, secondary and special schools and in further education colleges.

Deputy Principal Careers Officer

(S01 £4,239-£4,545 + £520 supplement per annum)

Applications are invited from men or women with appropriate professional qualifications and experience. The Careers Service consists of a small headquarters section and two area offices. The post carries casual car user allowance.

Application forms and further details from Chief Education Officer, Town Hall, Sale (telephone 061-973 2253, ext. 266), to whom completed forms should be returned by 28th July.

ADVISER FOR ART AND LIGHT CRAFTS

SALARY—Saulbury Range Head Teacher Group 9
£7,767 - £8,391 including LW and Supplements

We are seeking an Art Specialist with substantial and varied teaching experience to fill a key post in our Advisory Team. The successful candidate will be responsible for advisory work in Art and Light Craft teaching in all educational establishments and will be required to act as a general adviser in a team covering the entire Education Service. Knowledge of new developments in teaching methods as well as drive, enthusiasm and the ability to motivate others is essential.

Fringe benefits may include 75 per cent removal expenses, legal expenses involved in house purchase to a maximum of £400 and temporary lodging allowance. Car allowance payable.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Leighton, Luton, Bedfordshire LU1 3JH. Telephone LU38 1458. Closing date: August 8, 1977.

LONDON BOROUGH OF HILLINGDON

Administrative Officer

£4,317-£4,587* Ewell

To act as Deputy to the Chief Administrative Officer at the North East Surrey College of Technology. The post involves responsibility for the day to day control of the College administrative services.

The work is varied and interesting, requiring a sound knowledge of academic and administrative procedures. Special responsibilities include management of College funds, preparation of estimates, committees work and student accommodation.

Some knowledge of accountancy, statistics, office and personnel management and an ability to prepare accounts up to trial balance stage essential. Administrative experience in Further Education preferable. * Plus Pay Award of up to 5 per cent.

Application form and further details from County Personnel Officer (Rel. CPD/287), County Hall, Kingston upon Thames KT1 2ON. Tel. 01-548 1050, ext. 3577. Closing date: 5th August.

SURREY COUNTY COUNCIL

DIRECTOR OF ARTS AND RECREATION

Salary: £9,498 x £258 (31)
£10,272 inclusive of London Weighting Phase II Pay Award pending

The Council considers that the provision of leisure facilities by the local authority is a service of as much significance as the other major forms of social and educational provision. The fragmented departmental structure has inhibited the full development of Hounslow's potential in this field.

The Council has now resolved to establish a new department of Arts and Recreation and is seeking its first Director. The applicant should show experience of running an organization with diverse functions, should show sympathy for the Arts and an awareness of the needs of modern sportsmen. Local government experience will be a major advantage. The new Director will also be expected to play a full part in the management of the local authority and its resources will remain severely restricted. The demands of the Service will be a challenge for an inventive mind.

Particulars of the post, together with an application form, may be obtained from the Director of Personnel and Management Services, Civic Centre, Lampton Road, Hounslow TW3 4DN. Tel. 01-570 7728, ext. 3807. Closing date for receipt of applications, 19th August, 1977.

Metropolitan Borough of Trafford Education Department

Specialist Adviser (Science)

(£6,489-£7,113 + £501 supplement per annum)

Applications are invited from graduates teachers and other suitably qualified men and women who have a contribution to make to the development of science in primary, secondary and special schools and in further education colleges.

Deputy Principal Careers Officer

(S01 £4,239-£4,545 + £520 supplement per annum)

Applications are invited from men or women with appropriate professional qualifications and experience. The Careers Service consists of a small headquarters section and two area offices. The post carries casual car user allowance.

Application forms and further details from Chief Education Officer, Town Hall, Sale (telephone 061-973 2253, ext. 266), to whom completed forms should be returned by 28th July.

Hounslow

ADMINISTRATION

Continued

LONDON
LONDON BOROUGH OF ENFIELD
LONDON BOROUGH OF HAVINGHAM

NEWARCH
NEWARCH BOROUGH OF LONDON
NEWARCH BOROUGH OF LONDON

CITY OF SHEFFIELD
Education Department
TEMPORARY EDUCATIONAL PSYCHOLOGIST

£3,900-£6,660 according to age, qualifications and experience (+ Phase 1 and 2 supplements)
This vacancy has arisen because of the secondment of an educational psychologist, and is for one year from September 1, 1977. A fully trained educational psychologist would be preferred but it would be possible to appoint a candidate who will be eligible for post graduate training next year who could be seconded for training by this Authority on appointment as a trainee educational psychologist.

Child Care

SOUTHWARKE
SOUTHWARKE BOROUGH OF LONDON
SOUTHWARKE BOROUGH OF LONDON

EDUCATION AND SOCIAL SERVICES DEPARTMENT
EDUCATION AND SOCIAL SERVICES DEPARTMENT

CITY OF BIRMINGHAM
EDUCATION AND SOCIAL SERVICES DEPARTMENT

Qualifications of Educational Psychologists
Qualifications of Educational Psychologists

EDUCATIONAL PSYCHOLOGISTS

CITY OF BIRMINGHAM
EDUCATION AND SOCIAL SERVICES DEPARTMENT

EDUCATION AND SOCIAL SERVICES DEPARTMENT
EDUCATION AND SOCIAL SERVICES DEPARTMENT

CITY OF LIVERPOOL
EDUCATION DEPARTMENT

EDUCATION DEPARTMENT
EDUCATION DEPARTMENT

LIBRARIANS

LONDON, N.W.9
LONDON, N.W.9

LONDON, S.W.7
LONDON, S.W.7

EXAMINERS

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

UNIVERSITY OF CAMBRIDGE
UNIVERSITY OF CAMBRIDGE

LONDON
LONDON

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

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LIBRARIANS

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LONDON, N.W.9

LONDON, S.W.7
LONDON, S.W.7

EXAMINERS

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

UNIVERSITY OF CAMBRIDGE
UNIVERSITY OF CAMBRIDGE

LONDON
LONDON

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

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LIBRARIANS

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LONDON, N.W.9

LONDON, S.W.7
LONDON, S.W.7

EXAMINERS

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD
ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

UNIVERSITY OF CAMBRIDGE
UNIVERSITY OF CAMBRIDGE

LONDON
LONDON

ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD
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ROYAL SOCIETY OF ARTS EXAMINATIONS BOARD

SOCIAL SERVICES DEPARTMENT

HOUSEMASTER/MISTRESS
HOUSEMASTER/MISTRESS

OUTDOOR EDUCATION
OUTDOOR EDUCATION

LONDON, S.W.11
LONDON, S.W.11

LONDON, S.W.11
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DIocese of Southwark

DIRECTOR OF TRAINING
DIRECTOR OF TRAINING

MANAGER, RANGE 6
MANAGER, RANGE 6

DEPUTY MANAGER GRADE 4
DEPUTY MANAGER GRADE 4

ASSISTANT MANAGER GRADE 2
ASSISTANT MANAGER GRADE 2

DEPUTY MANAGER GRADE 4
DEPUTY MANAGER GRADE 4

ASSISTANT MANAGER GRADE 2
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Science qualifications and an interest in technical writing?
Mullard

A teacher's skills are worth selling
olivetti

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fresh challenge

by Maconie and Andrew Pegg

National Festival of Music for this year... The evening's programme was... The first part of the evening...

Among the recorder ensembles... The recorder ensemble... The recorder ensemble...

Some novelties were heard... The instrumental ensembles... The instrumental ensembles...

Something very strange is still... affecting the wind and brass... Something very strange is still...

Here again the conductor is of... paramount importance... Here again the conductor is of...

Of the chamber music groups... only the brilliant Cleveland... Of the chamber music groups...

Wara a single resolution to be... acted upon in this Jubilee Year... Wara a single resolution to be...

The National Festival of Music... for the Association of... The National Festival of Music...

Overhaul

by Frances Hill on radio

Last week saw the completion... of the overhaul of the... Last week saw the completion...

The expanded six o'clock... news, if it keeps up the... The expanded six o'clock news...

Among specially worthy items... lost week was the coverage... Among specially worthy items...

Slightly more promising was... the coverage of the... Slightly more promising was...

The programme would be... improved with better... The programme would be improved...

Unfortunately, the other... evening programme... Unfortunately, the other evening...

Neither can Serendipity... succeed in the function... Neither can Serendipity succeed...

"Appalling" is too kind a word... for every one of the... "Appalling" is too kind a word...

Introvision

by Christopher Griffin-Beale

Television is devoting an... increasing amount of time... Television is devoting an increasing...

Intercutting coverage... from the 30 bulletins... Intercutting coverage from the 30...

According to the BBC's... Hulton, the students were... According to the BBC's Hulton...

The first First Impression... (Wednesday, 11.15), taking... The first First Impression...

Slightly more promising was... the coverage of the... Slightly more promising was...

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ENGLISH AS A FOREIGN LANGUAGE continued... EDUCATIONAL COURSES... PERSONAL... ANNOUNCEMENTS... APPOINTMENTS WANTED

PERSONAL... ANNOUNCEMENTS... APPOINTMENTS WANTED... EDUCATIONAL COURSES... PERSONAL... ANNOUNCEMENTS... APPOINTMENTS WANTED

EAST SUSSEX COLLEGE OF HIGHER EDUCATION SCHOOL OF HUMAN MOVEMENT... B.A. IN HUMAN MOVEMENT AND HEALTH STUDIES

BRITISH MUSEUM... HOLIDAYS AND ACCOMMODATION... ADVENTURE HOLIDAYS... ATTENTION CHIRUP... GUILDFORD SCHOOL OF MUSIC & DRAMA

SUMMER VACATION July to September Overnight accommodation in LSE Residences

FOR SALE AND WANTED AND POSTAL SHOPPING... CARPETS FURNITURE FABRICS... INTERNATIONAL LANGUAGE CLUB... SELF-CATERING COTTAGES IN AUGUST

PROPERTIES FOR SALE AND WANTED... SUSSEX... NORTH TYNSHIRE... HURRY SCHOOL

TYPING AND DUPLICATING... CONTACT QUINN FOR... DUPLICATING

ADVERTISING... CONTACT QUINN FOR... DUPLICATING... ADVERTISING... CONTACT QUINN FOR... DUPLICATING